

2018-2019 PANTHER HANDBOOK

TABLE OF CONTENTS

Parent Acknowledgement Form	1
Vision and Missions Statements	4
Welcome	5
District Exit Outcomes and Character Counts	6-9
Order of the Day, School Colors, School Mascot & School Song	10
General Information: Directory Listing with Phone Numbers	11-12
Achievement Policies and Procedures	13-17
Graduation Requirements, Special Education Graduation Requirements, State Endorsement, Reporting Student Progress, Report Cards, Mid-Term Progress Reports, Parent/Teacher Conferences, Final Examinations, Class Credit, Grade Scale, Grade Classification, Scholastic Honors	
Attendance Policies and Procedures	17-18
Definition of Absence, Unexcused Absence, Vacations, College Visitation and other Planned Absences, Matter Pertaining to Attendance, Loss of Credit Due to Absences, Categories of Absence: Pre-arranged, school related. Absence Procedure, Legally Emancipated, Tardiness	
Graduation Information	19
Graduation Ceremony, Participation in Commencement	
Guidance Services	19-20
Schedule Changes, Library Media Center, Circulation Policy, Computer Printer and Copy Machine Policy	
School Transportation	20-21
Bus Rules and Procedures, Severe Thunderstorm and Tornado Warnings	
Building Policies and Procedures	21-27
Accidents/Illness at School, Announcements, Book bags, Damaged, Lost or stolen textbooks/school owned materials, Field Trips, Visitors, Hall Passes, Lockers, Policy #1011 Canine Searches, Personal Property, Lost and Found, Posting of Signs, Lunch Hour Procedures, School Property, School Supplies, Telephone, Emergency Dismissals, Emergency Drills and Procedures, Medications, Students Sales, Dance and Party Regulations, Carry Over Discipline, Due Process, Complaint Procedures	

2018-2019 PANTHER HANDBOOK

TABLE OF CONTENTS

Disciplinary Action and Procedures	27-35
Class Exclusion, Snap Suspension, Detention, Suspension After School, Out-Of-School Suspension, Expulsion, Categories of Misconduct, Matters Pertaining to Citizenship: Gang Related Symbols, Profane Language, Cheating/Plagiarism, Corridor Conduct, Bullying and Harassment, Electronic Devices, Public Display of Affection, Closed Campus, Loitering, Behavior at Athletic/Extracurricular Events, Violation of Federal/State and/or Local Law & Ordinances, Fighting/Hitting, Physical Assault, Threats, Harassment or Verbal Attacks, Extortion/Forgery, Weapons/Other Prohibited Devices, Definitions, Matters Relating to Public and Private Property: Theft, Defacing/Destruction of Property, Vandalism, Matters Pertaining to Disruption of the Educational Process, Dress Code, Matters Pertaining to Controlled Substances: Sale/Furnishing of Controlled Substance, Search and Seizure, Matters Pertaining to Private Transportation: High School Driving Policy	
Sexual Harassment Complaint Procedure	36-37
Athletic Philosophy and Policies	38-44
MLA/APA Formatting - Guidelines for Formatting the Perfect Paper	45-56
Career Pathways - Planning for your Future	57-59
Skills for Success	60
Workplace Competencies	61-62
Dollars for Education After High School	63
Job/Work Search Information	64-67
School Lunch: Charging Policy and Meal Costs	68

STUDENT NAME: _____ GRADE: _____
PLEASE PRINT



**PARENT ACKNOWLEDGEMENT OF
CLIMAX-SCOTTS JR./SR. HIGH SCHOOL STUDENT HANDBOOK**

Dear Parents:

As your child's primary teacher, you are very important to the success of their educational experience. Because we share a common goal, the education of youth, it is important that we support each other's efforts on behalf of our students.

Therefore, it is important that you and your child read and review the content of this handbook. It contains valuable information that you and your child will need to know and understand to have a successful school year. Please sign and return this page to indicate that you have read and reviewed the handbook with your child.

I have read the Climax-Scotts Jr./Sr. High School behavior policies as outlined in this handbook. I understand that my child shall be accountable for the behavior and consequences outlined in this handbook at school, within school zones, to/from school, at school sponsored and school related activities, school sponsored travel and for any school related misconduct, regardless of time or location. I understand that any student who violates the rules of behavior shall be subject to disciplinary action, up to and including permanent expulsion and referral for criminal prosecution for violations of law. I also understand that school officials may conduct periodic canine searches of school grounds in an effort to keep the premises free from illegal and controlled substances and dangerous items.

We want students to feel safe, welcome and challenged. Together, as partners in education, our youth will be provided with the knowledge, skills, attitudes, and character development necessary to lead productive lives.

PARENT/GUARDIAN NAME: _____
PLEASE PRINT

PARENT/GUARDIAN SIGNATURE: _____

STUDENT SIGNATURE: _____

DATE: _____

Climax-Scotts Jr./Sr. High School Panthers

Student/Parent Handbook

**Approved by the
Climax-Scotts Board of Education
Mr. Doug Newington, Superintendent of Schools**

**372 South Main Street
Climax, Michigan 49034
Phone: (269) 746-2300
Fax: (269) 746-4142**

**Website: www.csschools.net
Facebook: Climax-Scotts Jr/Sr High School
Twitter Page:**

Vision Statement:

To be the school of choice.

Mission Statement

**Climax-Scotts Community
Schools will strive, in
partnership with home,
community, and business, to
educate and motivate students
to be productive and
contributing members of a
global society.**

WELCOME TO CLIMAX-SCOTTS JR./SR. HIGH SCHOOL

The administration, faculty and staff at Climax-Scotts are looking forward to getting to know each of you personally and sharing with you this exciting period of your life. The educational program offered through Climax-Scotts Community Schools provides you with an opportunity to become quality producers, complex thinkers and positive contributing members of our school community.

Education comes in many forms. Not only will you experience a strong academic program, you also have the opportunity to become involved in many extra-curricular activities.

This handbook has been prepared to assist you toward a meaningful and positive educational experience. Through this handbook, you will have a better understanding of our mission and goals.

Best wishes for a successful year that is full of challenges and successes.

The Climax-Scotts Jr./Sr. High School Staff

Please Note - This handbook does not contain every rule or policy of the school. Rules, policies, procedures and/or activities are subject to change during the school year, with notification to student and parents. The rules, policies and procedures in this handbook do not supersede federal, state, or local laws or ordinances.



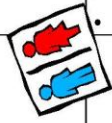
School-wide Positive Behavior Intervention and Support: Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. (<https://www.facebook.com/pages/Climax-Scotts-JrSr-High-School/632332660157397?ref=hl>)



The RIGHT Way → The Climax-Scotts Way!

Expectations for students






LOCATIONS	Respectful	Integrity	Get Involved	Healthy Choices	Take Responsibility
Hallway -Passing Time 	Voice Level 1-2 • Keep hands/feet to self & away from others' person, property & space • Operate lockers quietly • Use polite words Voice Level 0-1 • Respect other's right to learn – stay out/away from classrooms/doors	• Maintain a drama-free zone • Keep PDA to hand-holding only • Do only what you have been authorized to do	• Keep halls clean • Report vandalism	• Keep drinking fountain sanitary • Keep drinking fountain sanitary	• Arrive to class on time • Travel on the right side of the hallway • Be mindful of classes in session • Stay in designated hallway
Hallway -Class Time	Voice Level 1-2 • Keep hands/feet to self & away from others' person, property & space (refrain from horseplay, hazing, bullying, or stealing) Voice Level 0-1 • Respect other's right to learn – stay out/away from classrooms/doors	• Do only what you have been authorized to do • Maintain current account • Take only what you have paid for	• Report vandalism • Report horseplay, accidents, injuries	• Keep your hands on your own food • Use playground equipment as intended • WALK to the playground • Play safely	• Keep food in its appropriate place • Clean up after yourself • Move efficiently through the cafeteria (line should only be 2 wide) • Arrive to class on time
Cafeteria 	Voice Level 1-2 • Keep hands/feet to self & away from others' person, property & space (refrain from horseplay, hazing, bullying, or stealing) Voice Level 0-1 • Respect other's right to learn – stay out/away from classrooms/doors	• Maintain current account • Take only what you have paid for	• Report vandalism • Report horseplay, accidents, injuries	• Keep your hands on your own food • Use playground equipment as intended • WALK to the playground • Play safely	• Keep food in its appropriate place • Clean up after yourself • Move efficiently through the cafeteria (line should only be 2 wide) • Arrive to class on time
Outside @ Lunch	Voice level 0 near building and 2-3 at the playground • Refrain from screaming	• Play fair	• Report horseplay, accidents, injuries	• Use playground equipment as intended • WALK to the playground • Play safely	• Arrive to class on time
Locker Room	Voice Level 1-2 • Keep hands/feet to self & away from others' person, property & space (refrain from horseplay, hazing, bullying, or stealing)	• Turn in found items • Respect others' and school property, even when no one is looking	• Report vandalism and conduct violations • Help others with locker issues and report as necessary	• Maintain proper hygiene of self and property • Use deodorant/body spray as intended/away from others • Drink healthy juice, sports drinks/water	• Secure your personal items • Clean up after yourself • Accept and serve consequences
Restrooms 	Voice Level 0-2 • Keep it clean • Wait your turn	• Use restroom for its intended purpose • Return quickly to class	• Report restroom conditions to staff (vandalism, supplies, malfunctions)	• Wash/dry your hands • Keep the facility neat and sanitary	• Do your best to use the restroom PRIOR to class.



The RIGHT Way → The Climax-Scotts Way!

Expectations for students



Parking Lot 	<ul style="list-style-type: none"> Keep hands/feet to self & away from others' person, property & space Keep noise to a minimum (no loud music, engine revving, squealing tires) 	<ul style="list-style-type: none"> Obey all traffic rules 	<ul style="list-style-type: none"> Report vandalism or other concerns to the office 	<ul style="list-style-type: none"> Drive safely 	<ul style="list-style-type: none"> Ensure contents of vehicle are school appropriate Get permission from your teacher AND the office to go to the parking lot during school hours
Classroom	<ul style="list-style-type: none"> Voice Level 0-3 (as directed) Use polite tone /polite words Refrain from side conversations Keep hands/feet to self & away from others' person, property & space (refrain from horseplay, hazing, bullying, or stealing) Pay attention to instruction 	<ul style="list-style-type: none"> Do your own work 	<ul style="list-style-type: none"> Be of assistance to others Engage in your learning Contribute in a positive way 	<ul style="list-style-type: none"> Get appropriate sleep prior to school each day Dispose of waste materials appropriately 	<ul style="list-style-type: none"> Manage time effectively Complete your assignments Be aware of your grade and missing work Arrive on time and come prepared Follow individual classroom expectations
Athletics --Participant 	<ul style="list-style-type: none"> Positive words/actions toward opponents' players/fans, coaches, buildings and grounds Be encouraging of players with different abilities/ Display good sportsmanship 	<ul style="list-style-type: none"> Graciously honor all calls, consequences, and outcomes Play fair 	<ul style="list-style-type: none"> Arrive on time and prepared Be a team-player Encourage your teammates 	<ul style="list-style-type: none"> Rest and eat healthy Maintain a clean locker-room 	<ul style="list-style-type: none"> Win or lose with dignity Represent your community/school with class
Athletics --Spectator	<ul style="list-style-type: none"> Positive words/actions toward opponents' players/fans, coaches, buildings and grounds 	<ul style="list-style-type: none"> Pay the required admission Use appropriate language 	<ul style="list-style-type: none"> Support your team – ride the spectator bus, cheer, wear CS gear 		<ul style="list-style-type: none"> Win or lose with dignity Represent your community with class Dispose of garbage appropriately
Special Event/ Assembly	<ul style="list-style-type: none"> Voice Level 0-3 (as requested) Listen Be positive 	<ul style="list-style-type: none"> Play fair and by the rules (pep assembly) 	<ul style="list-style-type: none"> Participate as appropriate 		<ul style="list-style-type: none"> Attend Use only designated entry and exit doors/floors
Bus 	<ul style="list-style-type: none"> Voice Level 0-2 as directed Keep hands/feet to self & away from others' person, property & space (refrain from horseplay, hazing, bullying, or stealing) 	<ul style="list-style-type: none"> Follow all posted rules 	<ul style="list-style-type: none"> Keep bus free of litter and vandalism Report violations and vandalism 	<ul style="list-style-type: none"> Remain in your seat 	<ul style="list-style-type: none"> Be on time for pick up Wait your turn when exiting or entering the bus

CLIMAX-SCOTTS SCHOOL DISTRICT EXIT OUTCOMES

Quality Producers - Who create intellectual, artistic, practical and physical products, which reflect originality, high standards and the use of technology.

Complex Thinkers - Who identify, access, integrate and use available information and resources to reason, make decisions and solve complex problems in a variety of contexts.

Self-Directed and Collaborative Workers - Who set priorities, options and achievable goals for themselves and who use effective communication, leadership and group skills to develop and manage positive interpersonal relationships within culturally and organizationally diverse settings.



Community Contributors - Who help improve the welfare of others and the quality of life in their diverse communities and are life long learners.

The Panther staff has developed a set of core values that we believe exemplify our school and community that we will be explicitly teaching, modeling, practicing and rewarding. In addition to the high expectations that we know our families hold our students accountable for, our school community has high expectations for our students. We are proud to say that our students do things:

“The RIGHT Way → The Climax-Scotts Way!”

These core values are listed below:

The RIGHT Way → The Climax-Scotts Way

	We are..... R espectful	
	We have..... I ntegrity	
	We G et Involved	
	We make..... H ealthy Choices	
	We..... T ake Responsibility	

ORDER OF THE DAY

Junior High School

1 st Hour	7:40	-	8:31
2 nd Hour	8:35	-	9:26
3 rd Hour	9:30	-	10:21
4 th Hour	10:25	-	11:16
Lunch	11:20	-	11:50
5 th Hour	11:54	-	12:45
6 th Hour	12:49	-	1:40
7 th Hour	1:44	-	2:35

Senior High School

1 st Hour	7:40	-	8:31
2 nd Hour	8:35	-	9:26
3 rd Hour	9:30	-	10:21
4 th Hour	10:25	-	11:16
5 th Hour	11:20	-	12:11
Lunch	12:15	-	12:45
6 th Hour	12:49	-	1:40
7 th Hour	1:44	-	2:35

NOTE: Junior High consists of 6th – 8th grades.

SCHOOL COLORS: Navy Blue and Gold

SCHOOL MASCOT: Panther

SCHOOL SONG

**Let's cheer for C-S High
Shouting loud and bold
That we're loyal to our
Colors of blue and gold
RAH! RAH! RAH!**

**On, on to victory
Hear our battle cry,
Fight! Fight!
Come on team fight
For C-S High
FIGHT!**

GENERAL INFORMATION

Board of Education

Board President: Mrs. Sue Reichert
Vice President: Mr. Trent Piper
Secretary/Treasurer: Ms. Heather Wechsler
Trustee: Ms. Lori Bagwell
Trustee: Ms. Jackie Longman
Trustee: Ms. Terri VandeGiessen
Trustee: Mr. Steve Wurtzel

Administration

Mr. Doug Newington, Superintendent.....746-2400
Ms. Renee Bush, Assistant to the Superintendent 746-2404
Jr./Sr. High School Principal746-2300
Mr. Kevin Langs, Athletic Director.....746-2407
Mr. Kevin Langs, Dean of Students746-2407

Student Services

Ms. Judi Mentzer, School Counselor.....746-2311

Office Personnel

Mrs. Kim Langs, Administrative Assistant.....746-2302
Ms. Sara Gleason, Reception 746-2300

Technology Director

Mr. Nick Gerber746-2205

Maintenance

Mr. Scott Simmons, Maintenance Supervisor.....746-2310
Staff: Ms. Sue Bowman, Mr. Paul Sleeman, Ms. Brenda Sowles, Ms. Janet Sutherland

Food Service

Mrs. Joan Haynes, Director746-2308

Junior and Senior High School Faculty

Dr. William Bell, Science746-2339

Dr. Erin Carlin, Science.....746-2341

Mr. Ryan Cupp, Band.....746-2325

Mr. Donald Duczynski, Industrial Arts746-2316

Mr. Chris Fryling, Mathematics746-2329

Mr. Nick Gerber, Technology Director746-2205

Mr. Chris Groll, Social Studies.....746-2337

Mr. Alex Hoopes, Mathematics.....746-2321

Ms. Jody Jackson, Special Education Support Staff.....746-2320

Mr. Kevin Langs, Social Studies746-2323

Mr. Zach Lewis, Special Education.....746-2320

Ms. Carrie Maxa, Library and Online Lab.....746-2305

Mr. Scott Millin, Physical Education/Health.....746-2408

Ms. Beth Missler, Art.....746-2327

Ms. Lark Murphy, Social Studies746-2330

Mr. Doug Robinson, Mathematics.....746-2331

Ms. Kendra Rork, Language Arts.....746-2319

Mr. Matt Schultz, Business Technology.....746-2338

Ms. Deb Turner, Special Education Support Staff746-2320

Mr. Ryan Vallier, Special Education.....746-2328

Mr. Josh Vick, English746-2314

Ms. Jennifer Wright, English746-2313

ACHIEVEMENT POLICIES AND PROCEDURES

Promotion, Placement, and Retention:

- a) Completing required coursework and earning the necessary credits determine a student's progress toward graduation and receiving a diploma. A student is only granted credit when the necessary requirements are met or the student has completed the goals and objectives of an Individual Education Plan or a Personal Curriculum. It is the student and parent/guardian's responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Guidance Office.
- b) It is recommended that 6th, 7th and 8th grade students pass at least six out of eight semesters of Science, Mathematics, Social Studies, and English to properly prepare for high school success.
- c) Participation in class activities is at the discretion of the administration.

To earn credit in any class a student must:

- a) Satisfactorily complete the prescribed course work as identified in the course syllabus and district curriculum requirements.*
- b) Complete a comprehensive final examination or project at the end of the semester in each class. The exam/project will be 20% of the student's grade.
- c) Meet the attendance policy.

* A student who has not taken a class or has failed a class may test out for credit one week before the start of a new semester.

Academic and Graduation Requirements - The minimum requirement for graduation from Climax-Scotts High School is as follows:

Required Credits to Graduate: 24 credits

The Climax-Scotts credit requirements must include the following state requirements:

ENGLISH..... 4 Credits
English 9, 10, 11,12 or AP English

MATHEMATICS..... 4 Credits

SCIENCE 3 Credits

SOCIAL STUDIES 4 Credits
US History, World Cultures, Government, Economics,
Social Studies Elective

PHYSICAL EDUCATION/HEALTH..... 1 Credit

COMPUTER APPLICATIONS..... 1 Credit
Students will be awarded the online learning credit, as required
by the State of Michigan, by completing an online course/tutorial
or a structured learning opportunity within our curriculum framework.

FINE ARTS/APPLIED ARTS/FOREIGN LANGUAGE..... 3 Credits
One credit must be a Fine Art or Applied Art course.

ELECTIVES.....4 Credits

*** (Beginning with the class of 2016, 3 credits will be required; 1 in Fine Arts/Applied Arts and 2 in Foreign Language)**

Each student must carry a full schedule of classes (7 class period assignments) each semester.

Special Education Graduation Requirements - A certified Special Education student following a regular education curriculum must complete the appropriate subjects and credits as specified under the general education requirements.

A certified Special Education student following a Graduation by Objectives curriculum, as recommended by an Individual Education Planning Committee, must complete the following criteria in order to graduate:

- a) Seventy-five (75) percent of the Special Education graduation objectives approved by the Board of Education.
- b) Completion of the minimal physical education requirements.
- c) Completion of an approved vocational program.
- d) Regular education personnel and/or special education personnel may teach objectives.

State Endorsement - Students must pass the Michigan Department of Education's High School Test in order to receive endorsement on transcripts in those specific subject areas. These are communication arts (reading, writing), mathematics, science and social studies. If a student does not pass the MHST at the regular testing time in the junior or senior year, he/she may retake the test during other scheduled times. Sophomores may also take this test upon parental request. Notification of the make-up test time will be sent to the students and parents in writing. Participation in the MHST by all eligible students is a requirement for graduation.

Reporting Student Progress - Climax-Scotts Jr./Sr. High School formally communicates student progress to parents through our online grading and attendance program, report cards, midterm progress reports and parent-teacher conferences. Parents are encouraged to contact their student's teacher whenever a concern arises. The school maintains students' records. Parents have the right to inspect these records during office hours.

Report Cards - Report cards are an effective method of evaluating student progress and communicating an understanding of a student's educational growth to the student and parent.

- a) Report cards will be issued quarterly.
- b) Report cards will be given at conferences. Report cards not distributed at conferences will be given to students.
- c) Report cards issued at semester will be mailed home.

Mid-term Progress Reports - Mid-term progress reports will be completed and given to students after the fifth week of each marking period, if not received at conferences.

Parent Teacher Conferences - Conferences are an opportunity for parents and teachers to share information throughout each semester and to develop strategies for students who are having difficulty.

Final Examinations - A comprehensive final examination or class project will be given in all classes at the end of each semester. The final examination will be 20% of the semester grade (unless otherwise noted in Junior High School).

Class Credit - Students shall pass each nine-week marking period with a score no less than 60% per marking period. The final examination will add 20% to the final calculation of the grade. Each marking period represents 40% of the total grade. Students must pass two of the three calculated grades to receive credit in the class.

Grade Scale – Percentages are used to calculate marking period grade. The 0.00 – 4.00 scale is used to calculate semester and cumulative GPA.

100% - 93%	A	=	4.00	76% - 73%	C	=	2.00
92% - 90%	A-	=	3.67	72% - 70%	C-	=	1.67
89% - 87%	B+	=	3.33	69% - 67%	D+	=	1.33
86% - 83%	B	=	3.00	66% - 63%	D	=	1.00
82% - 80%	B-	=	2.67	62% - 60%	D-	=	0.67
79% - 77%	C+	=	2.33	59% - 0%	E	=	0.00

Scholastic Honors - Climax-Scotts Jr./Sr. High School recognizes quality academic achievement through a published honor roll, a National Honor Society, academic letter, honor graduates, high honor graduates, top ten letter and selection of a valedictorian and salutatorian.

- Honor and High Honor Graduates** - *Honor* graduates are those students who, based on the average of their seven grades on a standardized scale, have achieved a 3.0-3.49 GPA with no academic failures. *High Honor* graduates are those students who, based on the average of their seven semester grades on a standardized scale, have received a 3.50-4.00 with no academic failures.
- Top Ten** - A student who receives this recognition must be numerically in the top ten of the senior class at the end of the **first** semester unless there is a tie in the tenth position. Then the top ten will include whoever is involved in the tie. A student who receives this recognition must be in attendance three semesters at Climax-Scotts High School.
- Valedictorian and Salutatorian** - Determination of the valedictorian and salutatorian will be the student whose GPA is the first and second highest scholastic average in the graduating class at the end of the **first** semester. To be eligible for valedictorian or salutatorian, a student must have attended school regularly for three semesters at Climax-Scotts High School with one full semester of his/her senior year.
- Weighted Grades – Beginning with the Class of 2016**, the district will be implementing a weighted grading scale for use in calculating advanced placement and honors courses, including advanced placement courses taken off-site (i.e. KAMSC), which will be utilized when recognizing the final top ten graduating seniors. Weighted courses will be calculated on a 5.0 scale.

5.0 = A 2.0 = D
 4.0 = B 1.0 = E
 3.0 = C

ATTENDANCE POLICIES AND PROCEDURES

Because attendance has a definite correlation with academic performance, the quality of student's education suffers when he/she is absent. Students are encouraged to maintain regular attendance and to make arrangements to schedule non-academic activities at a time that will not conflict with the classroom instruction.

Absence - An absence means that a student is not physically present ten (10) minutes or more during the scheduled class period unless he/she re-enters or leaves with a pass from a member of the school staff. A student who is more than ten (10) minutes tardy will be considered absent unless he/she enters with a pass from a member of the school staff.

Excused Absence:

- a) Students shall be required to have all absences excused by the parent/legal guardian within a 48-hour period.
- b) A student will have one (1) school day for each school day absent to complete the missing work. Work will be due on the next school day at the beginning of the class period. More time may be provided at the discretion of the teacher depending on the nature and length of the absence. Students are encouraged to obtain work ahead of time, if they know of any upcoming excused absence (college visit, school activity, athletic contest, or previously scheduled appointment).
- c) Students are responsible for acquiring, completing and handing in any work missed within the time period specified above. Failure to complete missed assignments within the identified time period may result in a score of "0" for those assignment(s).

Students will not lose participation points during any class for which they are absent if they are EXCUSED. However, a teacher has a right to impose an alternate assignment/activity (often scheduled before or after school) or the teacher may consider the student "exempt" from the participation, based on the activity missed.

It is important to note that an excessive loss of in-class participation opportunities may negatively impact the student's ability to understand important concepts. It is important to avoid absences whenever possible to maximize your child's opportunities for success.

Unexcused Absence (Truancy) - Work missed may or may not be assigned credit, at the discretion of the teacher. Unexcused absences include: skipping school or a class period, leaving the school grounds without signing out properly in the office or **not having the absence excused within the required 48 hour time frame.**

Tenth Absence Policy

If a student exceeds ten (10) total (excused or unexcused) absences in any semester course, the administration will notify the student and parent/guardian. Provided the student is currently passing the course, he/she will be required to pass the final exam to show proficiency and receive credit in the course. Exceptions to this policy may be granted for extenuating circumstances. Please contact the principal for verification.

School Related Absence: When a student is absent from one or more classes during the school day by choosing to participate in a school activity or is detained by office personnel (counselor, social worker, dean of students, principal). These absences do not count toward the total number of absences.

School Related: Field Trips, School Activities/Athletic Contests, Meetings with Office/School Personnel, Official College Visits

See make-up policy for excused absences.

Matters Pertaining to Attendance

- a) Student may not leave the school building or the campus during the regularly scheduled school day without supervision of school official or verification from parent/legal guardian with **written** permission from the attendance office.
- b) A student assigned to an area or classroom whose absence has not been verified by a parent/legal guardian will be regarded as truant and subject to that penalty.

Under State Law, attendance at school is compulsory until a student reaches the age of **eighteen (18)** or graduates from high school. All students attending Climax-Scotts Community Schools, unless they are legally emancipated, shall be required to have absences verified by his/her parent/legal guardian. If a student is legally emancipated, he/she may assume responsibility for all absences.

Absence/Late Arrival Procedure

1. Attendance is taken and recorded in the teacher's grade book each class hour.
2. Daily attendance is then logged into the teacher's classroom computer each hour.
3. Students who arrive late or leave early are required to sign in or out at the office and have a pass to enter a class or the office from a staff member.
4. Parents are expected to call the office between 7:00 a.m. - 3:30 p.m., to excuse the absence. Verification must be made within a 48-hour time period for the absence to be considered excused.
5. A note should be sent with the student on the day of his/her return to school and given to the office secretary. All calls and notes will be documented.

Legally Emancipated - Legally emancipated is not the same as Age of Majority. Students who reach age of majority are required to have their parents excuse them. Legally emancipated students may excuse their absence with a note to the principal within a 48-hour period of the day/hours missed.

Tardiness - Tardiness deprives the student of information necessary for his/her academic success and disrupts the teaching and learning process of others. Students will be in their assigned classroom or location when the tardy bell rings. Consequences for total tardies per marking period will be:

- a) **1-2 violations:** Verbal warning by teacher;
- b) **3rd violation** in one class or **5th violation** in all classes, detention issued by Principal/Dean of Students;
- c) **7th Violation** in all classes **and Repeated Violations:** Suspension After School (SAS) issued by Principal/Dean of Students.

GRADUATION INFORMATION

Graduation Ceremony - The Climax-Scotts Community School District is very proud of each of its graduates and considers the graduation ceremony of the highest significance.

Participation in the Commencement Exercises - Recognizing that personal and family plans for graduation must be made early in the school year, the following policy and procedures will be used in determining who will be a candidate for participation in graduation.

1. A student, who at the end of the first semester of their senior year, is more than 2 ½ credits behind the number required for graduation (counting credits that could be earned the second semester) will cease to be a candidate for graduation in the current school year.
2. A candidate for graduation is one who has earned the required credits at the end of the second semester of their senior year.
3. A student who has not earned the required credits will lose the privilege to walk at graduation.
4. A student who is eligible for graduation at the end of the first semester, but falls one half credit behind during the second semester, could be allowed to take part in graduation ceremonies if permission is granted by the principal.
5. Permission to take part in graduation ceremonies does not guarantee that a diploma will be awarded.
6. Students are expected to have appropriate dress and behavior to walk at graduation. All fines and obligations, including disciplinary obligations, must be completed by the graduation date.

GUIDANCE SERVICES

Guidance services are available for all students at Climax-Scotts Jr./Sr. High School. These services include: assistance with interpretation of the test scores, career information, assistance with personal/ social concerns, and college/vocational planning and activities. A counselor is available for student conferences by appointment. Appointments may be made through the counselor or principal's office.

Schedule Changes - Adjustments to student schedules will be permitted for the following reasons only:

- a) To change the level of a course (level is too easy or too difficult)
- b) Teacher recommendation
- c) Administrative request
- d) All class changes are to be made by the end of the **first week of each semester**.

Library Media Center (LMC) Services - Students are encouraged to use the Library Media Center for school-related work. Hours of operation for the Library Media Center will be determined at the beginning of the school year.

Circulation Policy - Books, school owned equipment and other materials become the responsibility of the student to whom they are issued.

- a) Generally, books may be checked out for a two-week period. If needed, books may be renewed for an additional two weeks. Regular material not returned by the due date will be assessed a 10 cents per day fine. Some reference material may be checked out for overnight usage only. Reference material not returned prior to the start of the next school day will be assessed a 50 cent per day fine.
- b) Back issues of magazines and periodicals may be checked out with special permission and follow the reference material procedures.
- c) Damaged, lost or materials not returned will be assessed a replacement cost and follow the regular School Board Policy Procedure. All unpaid fines follow the same policy.

Computer Printer Policy - All Computer usage follows the standard "Technology Code of Ethics".

- a) Computer printing is limited to school related material only. Color printing will be limited to the final document of required class work only.
- b) Students must print only information absolutely necessary for research and reports. Students should use a cut and paste method rather than printing entire documents.

SCHOOL TRANSPORTATION

Bus Rules and Procedures - Ensuring the safety of children both to and from school is of the utmost importance to the Climax-Scotts Community School District. The following rules and procedures have been put in place to make transportation as smooth and as comfortable as possible.

- a) **Bus Stop Procedures:** As hard as we may try to maintain consistent pick-up and drop-off times, there may be fluctuations of 5-10 minutes depending on road conditions and other circumstances beyond our control. Students need to be at the bus stop no less than 5 minutes before the scheduled pick-up time. Students must wait at least 10 feet back from the road.
- b) **Bus Rules:** The following infractions are deemed “major” as far as the safety of everyone on the bus:
 - ♦ Standing/moving around the bus while it is in motion.
 - ♦ Throwing objects in or out of the bus.
 - ♦ Fighting, hitting, punching or bullying.
 - ♦ Any part of the body out of the window.
 - ♦ Profane or abusive language, racial slurs, or threats of violence.

- ◆ Unauthorized use of emergency door.
- ◆ Possession of dangerous objects or controlled substances.

Any of the above infractions could lead to suspension from bus privileges. Should that occur, the student is also banned from riding the bus to/from sports activities. The bus driver has the authority to suspend a student from the bus. Principals will be informed of all of the above possible infractions.

In addition:

- ◆ Students are not allowed to bring glass containers, animals, or insects on the bus.
- ◆ Game Boys, personal CD players/headphones are permitted. Unauthorized cell phone use is prohibited.
- ◆ Climax-Scotts Community School District assumes no liability should any items be stolen, lost or damaged.
- ◆ Eating, drinking, and chewing gum are permitted with the permission of the bus driver.

Severe Thunderstorm or Tornado Warning - Should a severe thunderstorm or tornado warning be issued close to the regular dismissal time, students will be kept at their respective buildings until the warning has been lifted. **Should a warning be issued while students are on route to or from school, they will be taken to the nearest district building (Elementary, Intermediate or Jr./Sr. High) until the danger has passed.** Parents may pick up their children during either of these situations should they choose to do so.

BUILDING POLICIES AND PROCEDURES

1. **Accidents/Illness at School** - All accidents at school or school activities must be reported to the teacher/coach/sponsor. Reports of accidents and injuries will be documented and turned into the office. Please list an alternative person on the emergency release with the name, relationship and phone number. If a student becomes ill at school and cannot remain in the classroom, he/she must ask the teacher for a pass to the office to arrange to be sent home. Arrangements to go home should be made within one hour.
2. **Announcements** - Announcements will be read daily in each classroom during 1st hour in each teacher's room. Announcements will appear daily on the television outside the office. An announcement wishing to be made must be turned into the office by 7:00 a.m.
3. **Book bags, backpacks, or other similar carriers are not allowed in the classroom.**
4. **Damaged, lost or stolen textbooks/school-owned materials** -Textbooks, school-owned musical instruments and other similar class related materials become the responsibility of the student to whom they are issued.

- a) Books and other materials must be returned in good condition.
- b) Library fines for overdue or lost materials will be posted regularly and are considered student fines.
- c) There are some fees for some class materials in the art and shop curriculum.
- d) Fees are assessed when students select to use materials that go beyond the normal school supplies provided by the Board of Education.
- e) Students will be assessed fines for damaged texts.

Penalties include: Replacement cost for damaged, lost and stolen materials, denial of participation in school related activities including graduation activities for seniors, withholding permission to take exams and/or report cards until fines/fees are paid.

5. **Field Trips** - Only students who provide the teacher with the required permission and medical release form signed by his/her parent/legal guardian will be allowed to attend.
 - a) Before the day of the trip, each student is responsible for obtaining all work in classes to be missed.
 - b) A student involved in a field trip will be marked as a school-related absence.
 - c) Students not attending the field trip will be required to attend school, and academic work will be provided.
 - d) If the student has not demonstrated responsible behavior during the school year, the principal has the discretion of not permitting that student to attend the activity.
 - e) If a student has received 3 or more suspensions during any given school year, that student will not be permitted to attend field trips.

6. **Visitors** - Guests and parents must check in at the main office immediately upon entering the building. Visitors must be here for educational purposes only. No student not attending Climax-Scotts Community Schools is permitted without principal authorization.
 - a) All visitors must report to the office upon entering the school building. A visitor's badge must be worn if the individual is to be in halls, classrooms etc. Check out in the office will follow after the school visit.
 - b) Parents who are picking up their child for an appointment must also check in at the main office.
 - c) A parent should schedule appointments in advance with the principal, teacher or counselor.

7. **Hall Passes** - A student is not to be in the hall during class time without a pass. A student given a pass is expected to report immediately and directly to his/her destination. These passes will be governed by each teacher's hall pass regulations for his/her classroom. Teacher/Administration may ask for student's cell phone before allowing student out of class and will then be returned to them upon re-entry to the classroom.

8. **Lockers** - A student may only use the locker assigned to him/her. Lockers are school property, available to students for their use while at school.

- a) We do not advise leaving money or valuables in the hall or physical education lockers. **It is the student's responsibility to lock their lockers when not in use. Be sure that your locker is securely locked upon leaving it.**
 - b) The inside of the locker may be decorated with appropriate material as determined by the principal. Defacing, pasting articles on lockers that cannot be removed without damage, or other damage to lockers is not allowed.
 - c) School officials have the right to inspect and search a student's locker when the school official is acting to protect the health, safety, and welfare of the school community, to enforce school rules and/or when the school official has reasonable suspicion that the search will produce evidence of a violation of school rules.
 - d) Unannounced inspections may be made from time to time, including canine searches.
 - e) Lockers are not to be used for illegal or dangerous purposes, i.e., harboring stolen property, controlled substances, or materials that might create health or fire hazards, etc.
 - f) A student may be held responsible to pay for damages incurred.
- 9. Policy #1011 "Canine Searches"** - In an effort to keep the schools and district premises free of drugs, school authorities may use specially trained, non-aggressive dogs to sniff out and alert staff to the presence of illegal controlled substances in school lockers and in student vehicles parked on district premises. Such inspections may be unannounced and may be made at any time. Students will be required to follow lock down procedures. Violation of this process will result in disciplinary action.
- 10. Personal Property** - The school cannot be responsible for contents of a locker or personal items that may be lost or stolen at school. Students are cautioned to keep all valuables which may be necessary to bring to school from time to time, on their person at all times. If a theft of personal or school property occurs, it should be reported to the office immediately.
- 11. Lost and Found** - When a student misplaces or loses any personal property, the loss should be reported to the office. Lost and found items are kept for three weeks then items will be given to a non-profit organization.
- 12. Posting of Signs** - Designated areas are supplied for the posting of school-related information. A school administrator/sponsor must approve all information posted. Any poster not approved will be taken down.
- 13. Lunch Hour Procedures** - We have a closed campus, which means that students are to remain in the building throughout the day including the lunch period. In order to maintain a pleasant and comfortable lunchtime environment, cafetorium rules and regulations must be observed.
- a) Students should report to the cafetorium in an orderly manner for lunch after dismissal from class.
 - b) Students will form a single line while waiting for lunch or the snack shack.
 - c) No line cutting is allowed.
 - d) Students are expected to be respectful to cafetorium personnel.
 - e) Students will dispose of all plates, silverware, and unwanted food in the wastebaskets provided.

- f) Students are expected to recycle cans and bottles.
- g) Students will not panhandle other students for lunch money.
- h) Students must remain in designated areas only, during the lunch period.
- i) If a student needs to see a teacher or needs a restroom pass, they must clear it with the lunch supervisor and use the sign in/out sheet.
- j) Food or beverages are not to be taken out of the cafetorium. Items in question will be thrown away.
- k) Senior High students must use the senior high hallway restrooms and Junior High students must use the Junior High hallway restrooms. All other hallways are closed.
- l) Any student caught throwing objects will be issued a Detention or SAS, with possibility of losing the privilege to eat with friends during the lunch hour.
- m) Prior arrangements must be made and authorized by the administration for any absence during the lunch period.

14. School Property - Purposeful destruction, defacing, or theft of school property will not be tolerated and will be reported to the proper authorities. Disciplinary action will be taken. Student(s)/Parent(s) will be financially responsible for damage to the building and its contents which result from careless and/or abusive treatment of these items.

15. School Supplies - Students will be issued textbooks, paper, and such laboratory equipment as is reasonable and necessary for the schoolwork.

- a) Students will be responsible for the care of the textbooks, library books, and equipment and may be required to pay for excessive wear and destruction of such items.
- b) Students will be required to pay full replacement costs for lost/stolen books or class materials.

16. Telephone - The telephones in the office and classrooms are business telephones. Students are encouraged to make necessary arrangements for transportation, parental permission for activities, etc., in advance, so the need for last minute phone calls is minimal.

- a) A student may use the office phone in emergency situations only. Permission must be obtained from the office staff.
- b) 2 Minute Time Limit
- c) Phones in the classrooms and library are not to be used by students during the school day, without permission from the teacher, for emergencies only.

17. Emergency Dismissal Instruction/Inclement Weather - In the event of an emergency evacuation of the school, we will dismiss in the following manner:

- a) The Superintendent (or person in charge) will notify all building principals of the dismissal and the appropriate time buses will arrive.
- b) Building principals will notify all teachers and students that school will be dismissed or canceled.
- c) The Superintendent, or person in charge if he/she is absent, will announce the dismissal of school to the transportation supervisor, maintenance supervisor, and all special education schools and radio stations.

- d) If a tornado watch has been issued, school will not be dismissed, and principals shall be notified to periodically check weather conditions and listen for radio and TV bulletins.
- e) In the event of a tornado warning, school will not be dismissed, and children will be requested to stay at school. They will take cover, as per tornado drills.
- f) Parents who pick up their children from school must follow the attendance procedures.
- g) Unless the Administration is reasonably certain that children can be transported home safely, there will be no attempt to do so until the warning is lifted.
- h) The decision to hold or cancel scheduled events will be made by the Superintendent or his/her designee.
- i) Information about dismissals or cancellation of school will be broadcast on local television and radio stations as well as through the district School Messenger Alert System. Online: www.cancellations.com

18. Emergency Drills and Procedures - Fire and disaster drills are held periodically throughout the year. Teachers will advise students of the procedures and drill specifics at the beginning of each semester. Directions and maps will be posted in each classroom.

19. Medications - By State law, medicine (both prescription and non-prescription), taken during school hours, must be taken in the office and under the supervision of a member of the school staff. Medication cannot be kept in a student's locker, bag or purse, or car. All medications must be checked and held in the office. To assist the student with medical needs, the school must have the following information:

- a) The medication label attached to the medicine that includes the student's name, doctor's name, name of medication and dosage.
- b) A note from a parent/legal guardian authorizing school personnel to give medication to their child during school hours.

A pupil whose parent(s)/guardian(s) and physician provide written permission will be able to self-administer and self-possess his/her own emergency medications. A medication that a pupil possesses must be labeled and prepared by a pharmacy or pharmaceutical company and include the dosage and frequency of administration. A pupil's use shall not be denied if the conditions of written permission and physician direction are met. A building administrator may discontinue a pupil's right to self-administer and self-possession if there is misuse by the pupil. The denial shall come only after a consultation with the parent(s)/guardians(s). For example, a pupil who requires the use of an inhaler for relief or prevention of asthma symptoms shall be allowed to carry and use the inhaler if there is written approval from the pupil's physician and parent(s)/guardians(s) on record at the school (as described in the Michigan Revised School Code, Section 380.1179). All controlled substances must be checked in to the main office and administered under supervision.

20. Student Sales - Nothing is to be sold in school, such as candy, etc., without the written permission of the administration. Outside sales must not interfere with school programs or other fund raising events, which promote school activities. Students may not sell candy in classrooms or in hallways. Students having outstanding moneys from class organization sales are held accountable (the same as student fines).

- 21. District Technology Code of Ethics** - All students and parents will be required to read the Technology Code of Ethics and sign the User's Responsibility Declaration Form prior to accessing and using technology within the district. Use of technology within the district is a privilege that may be revoked at any time.
- 22. Dance and Party Regulations** - All high school dances will be held in the Cafetorium, and are only open to grades 9-12. All junior high dances will be held in the Jr./Sr. High Cafetorium and are open to students in grades 6-8. Junior high dances will last a maximum of two hours.
- Guests must be accompanied by students from our school. The host student must sign the guest list in the office after obtaining a guest form to be approved by administration of the guests' current school and subsequent approval from this administration. Students not attending school must be under the age of 21 and will be approved on a case by case basis.
 - Students will be held responsible for the actions of their guests.
 - Guests are expected to observe all rules and regulations expected of our students.
 - School rules apply at dances and parties.
 - Students and guests will be allowed one entry to the dance or party. Those who leave may not re-enter.
 - The school dress code will apply to dances and parties; exceptions may be made for formal events.
 - Halls may be used only when necessary to reach the bathroom or lockers. Locker rooms and their entrances are off limits during dances and parties.
 - A Dance Policy Form and building request must be filled out by the advisor and turned in to the principal at least 2 weeks before the event.
 - Coats or jackets may not enter the dance. Exceptions may be made for sport coats, tuxedo jackets, etc.
- 23. Carry Over Discipline** - Any student receiving disciplinary action at the end of the school year or vacation period will have the disciplinary action carried over to the following year or the period after vacation, unless other arrangements are made with the Principal at his/her discretion.
- Whenever possible, the student will be notified within two weeks of the end of the school year of any carry over.
 - Seniors must have served all of their disciplinary obligations prior to graduation or he/she may lose the privilege to walk in the graduation ceremony.
- 24. Due Process** - Students have the right to due process in the case of disciplinary action. If the disciplinary action starts with a staff member in the building, the appeal process would start with the staff member issuing the consequence, then the appeal process is turned over to the building principal. If the difficulty is not satisfactorily resolved at this level, the next level of appeal is the Superintendent of Schools. If once again, the problem cannot be satisfactorily resolved, the final appeal is with the Board of Education. Every effort will be made for the entire appeal process to be concluded and submitted to the Board within ten (10) school days after the original consequence is issued.

25. **Complaint Procedure** – For any student complaint, the student should file a written complaint in the Principal’s office and discuss the matter with the principal. If the situation continues, after the original complaint has been made, the student needs to inform the Principal that it has not been resolved, so further action can be taken.

DISCIPLINARY ACTION AND PROCEDURES

1. **Class Exclusion** - A school administrator or faculty member may exclude a student from class or classes due to **serious misconduct** or **continued behavior problems**. When it is necessary to remove a student from the class or another school facility because of behavior that is deemed unacceptable by the school, the procedure shall be a Snap Suspension.

Snap Suspension Guidelines:

- a) If a student is asked to leave class, it will be considered a snap suspension for the hour. The building principal may add more hours or days to the suspension.
 - b) Teachers must either phone the office or send a message for removal of a student. An administrator will come to the room and escort the student to the office.
 - c) A referral form will follow.
 - d) Within a 24-hour period, attempts to contact the parent/legal guardian will be made.
 - e) It is the student’s responsibility to inform the parent/legal guardian and show a copy of the snap suspension form.
 - f) Students will sit in the assigned area and fill out a student behavior form.
 - g) Student will remain quiet and work on schoolwork until dismissed.
 - h) **The second snap suspension from any class period in one school year will result in the student receiving a Suspension After School.**
2. **Detention** - A teacher or administrator may require a student to serve time after school for violation of the established rules.
- a) Detentions will normally be held on Tuesdays and Thursdays from 2:45 – 3:45 p.m. The door will close promptly at 2:45 and those coming late will not be admitted
 - b) Students are responsible for their own transportation.
 - c) It is the responsibility of the student to inform the parent(s)/guardian(s) of the detention.
 - d) Students assigned to Detention are required to bring schoolwork or school-related reading materials.
 - e) **Reasons for removal....students will not:**
 - ♦ Sleep/put their head down on desks
 - ♦ Read magazines or newspapers
 - ♦ Draw or color
 - ♦ Eat or drink
 - ♦ Talk
 - ♦ Use of cell phones* for any reason or electronics of any type (*cell phones will be turned over to the supervisor at the beginning of Detention for the duration.)

- f) If a student does not serve the detention, the student will be issued a Suspension After School (SAS).

3. Suspension After School (SAS) - A Suspension After School is a consequence issued to a student for inappropriate behavior, seven or more tardies per quarter, or truancy.

- a) SAS will normally be held on Tuesdays and Thursdays from 2:45 – 5:15 p.m. The door will close promptly at 2:45 and those coming late will not be admitted.
- b) An SAS will not be scheduled around athletic practices or games, work schedules, school trips/events, etc.
- c) It is the student’s responsibility to keep track of when they are to serve an SAS.
- d) A student who does not show up for a scheduled SAS or gets removed by the teacher will not be allowed to participate in or attend school events the following school day and will be issued an Out of School Suspension (OSS), and will also be rescheduled for the missed SAS.
- e) Students assigned to SAS are required to bring schoolwork or school-related reading materials.
- f) **Reasons for removal...students will not:**
 - ♦ Sleep/put their head down on desks
 - ♦ Read magazines or newspapers
 - ♦ Draw or color
 - ♦ Eat or drink
 - ♦ Talk
 - ♦ Use cell phones* for any reason or electronics of any type type (*cell phones will be turned over to the supervisor at the beginning of SAS for the duration.)
- g) An SAS will not be entered into the student's permanent file.
- h) Every attempt will be made to contact a parent by phone or email, notifying the parent of the discipline referral leading to the SAS.

4. Out-of-School Suspension (OSS) - Out-of-School Suspension is the exclusion of a student from the school premises and activities (and/or transportation) by a building principal or superintendent for a specific period of time. Parent(s)/legal guardian(s) will be notified of the suspension as soon as possible by phone. Written notification explaining the offense and the disciplinary action will follow telephone notification.

- a) The student is excluded from all school activities for the remainder of the day of the incident and a 24-hour period for each day of the suspension.
- b) Suspended students are not to be on school grounds until the entire suspension time is completed.
- c) Suspended students will have the opportunity to do all assignments during the Out of School Suspension. Points that are earned during an Out of School Suspension will be recorded as full credit. Homework assigned is due upon return to school.
- d) Suspension for periods of time beyond ten (10) days will be assigned only through a hearing before the Board of Education.
- e) Out Of School Suspensions will be entered into the student's permanent file.
- f) OSS days are not counted against accumulative absences.

- g) If a student accumulates three OSS during any one school year, upon the third OSS, the principal has the authority to initiate alternative placement for the student due to Continuous Disruption of the Education Process.
5. **Expulsion** - Expulsion is the permanent removal of a student from school by the Board of Education through an administrative recommendation. Parent(s)/legal guardian(s) shall be informed and involved in any case of a student being considered for expulsion. The Principal and/or teacher involved shall be responsible for documenting, in writing, evidence to support any action of expulsion, as well as efforts to solve the problem. Such records shall be maintained in the Principal's office.

CATEGORIES OF MISCONDUCT

1. CITIZENSHIP

- a) **Truancy:** Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.
- b) **Use of profane language or gestures:** Including: epithets and/or possession of pornographic and/or obscene materials.
- ♦ For students referred to principal for offenses, discipline will be left to the discretion of the principal, depending on content and whom profane language was spoken to.
- c) **Corridor Conduct:** Acceptable hallway behavior is free from running, inappropriate language, loud noise, litter, horseplay, and other disruptions.
- ♦ Students are not to bring glass bottles to school.
 - ♦ Open containers of food and or beverages are not permitted outside the cafetorium. Items will be confiscated.
 - ♦ Students are not to eat or drink outside of the cafetorium and/or in the classrooms, unless given special permission by Administration.

Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

- d) **Electronic Devices:**
- I. Electronic devices/cell phones are not to be out during school hours.
 - II. Cell phones are to be turned off and out of sight during the school hours of 7:40 a.m. – 2:35 p.m., unless given special permission from Administration. Students who do not follow the electronic devices policy will have the device confiscated. Refusal to comply will be deemed as blatant insubordination and will result in OSS. **Confiscated electronic devices will be returned to a parent/guardian only after school hours.** Confiscated devices will not be returned to the student during school hours.
- e) **Public Display of Affection (PDA):** In general, overt displays of affection are inappropriate in the school setting. This includes when entering or exiting the

school building. Also, no PDA is allowed in parking lots or bus loading area. Appropriate displays of affection will be limited to handholding only.

f) **Cheating/Plagiarism:**

1st Violation: The teacher shall collect the student's work and issue a zero (0) on the paper. Parents/Legal guardians will be notified by the teacher.

2nd Violation: The teacher shall collect the student's work and issue a zero (0) on the paper. Parents/Legal guardians will be notified by teacher and a Suspension After School will be assigned by the Principal/Dean of Students.

3rd Violation: The teacher shall collect the student's work and issue a zero (0) on the paper. Parents/Legal guardians will be notified by teacher, a parent meeting will be held, and an Out of School Suspension will be assigned by Principal/Dean of Students.

g) **Bullying and Harassment:** Bullying and harassment cannot be tolerated. It creates a hostile, intimidating environment that is counterproductive to a healthy learning environment. Harassment can take many forms. Examples of such behavior include, but are not limited to, negative racial, cultural, sexual or other comments, gestures and/or behaviors. Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

h) **Closed Campus:** Climax-Scotts Jr./Sr. High School is a closed campus. Students are to remain on school property in the appropriate class during regular school hours. Students shall be excused from the building only through prior approval from the principal's office. Students who receive permission to leave must sign out. A student failing to sign out will be considered truant. Students are expected to remain on campus upon arrival.

- ◆ Students are not allowed in the parking lot during the normal school day without written permission from the principal.

- ◆ Students are prohibited from getting into their vehicles for food or drink while traveling between classes to and from the Technology Building.

Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

i) **Loitering:** Students are expected to be in the classroom, cafetorium or other designated areas. Loitering is not permitted and includes but is not limited to:

- ◆ Loitering in any restroom during the day.

- ◆ Parking lot (all day).

- ◆ Classroom wings and student lockers during lunch or while classes are in session.

- ◆ Loitering in or around Counselor or Principal's office.

- ♦ Students are allowed to be in the school building or on school grounds for academic or athletic purposes **only** with adult supervision.
 - ♦ Otherwise, no students should be on school property after 3:00 p.m.
- j) **Behavior at Athletic/Extracurricular Events (home and away):** Students are required to adhere to the Student Handbook. We recognize that membership on an athletic team is an honor and a privilege. Those who fail to follow the rules set forth could lose that privilege. Violations will be handled at the discretion of the Principal and Athletic Director. Multiple violations will result in progressive discipline.
- k) **Violation of Federal/State and/or Local Law & Ordinances:**
- ♦ Bomb threats
 - ♦ Arson
 - ♦ Abuse of fire safety equipment

Violations will be handled at the discretion of the Principal/Dean of Students, filing of complaint with the police, and recovery of damages through the courts.

- l) **Fighting:** Any fight, including verbal, pushing or physical. Violations will be handled at the discretion of the Principal/Dean of Students; recommended 1-3 days of OSS.
- m) **Physical Assault on any person:** Violations will be handled at the discretion of the Principal/Dean of Students.
- n) **Threats, Harassment or Verbal Attacks:** Violations will be handled at the discretion of the Principal/Dean of Students.
- o) **Extortion/Forgery:** Violations will be handled at the discretion of the Principal/Dean of Students.
- p) **Weapons and Other Prohibited Devices:** In general, any materials or devices that are sharp, or have explosive or irritating capabilities, such as pepper gas, are prohibited and should not be brought to school. State Law, Section 1313 of the Revised School Code, defines dangerous weapons, assaults and consequences. The Board of Education of the Climax-Scotts Community Schools or the Superintendent, a principal, or other district official as designated by the Board, shall permanently expel a pupil from attending school in the district if the pupil possesses a weapon in a weapon free school zone. The district shall immediately report any incident involving the possession of a weapon or dangerous weapon on school property, in writing, to the pupil's parent/legal guardian (if the pupil is emancipated) and to the local law enforcement agency.

Definitions:

- ♦ **"Weapon or Dangerous Weapons"** – include, but is not limited to, a firearm, gun, revolver, pistol, dagger, dirk, stiletto, knife with a blade over 3 inches in length,

pocket knife opened by a mechanical device, iron bar, or brass knuckles.

- ♦ **"Weapon Free School Zone"** - means school property and/or a vehicle used by the school to transport students to or from property.
- ♦ **"School Property"** - means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school except a building used primarily for adult education or college extension courses.
- ♦ **"Firearm"** - means a weapon, including a starter gun, which will or is designated to or may readily be converted to expel a projectile by an explosive, or by gas or air, the frame or receiver of any such weapon; any firearm muffler will or may readily be converted to expel a projectile by the action of an explosive or other propellant. For purposes of application and enforcement of this policy, a B-B gun, paint gun, and/or look-alikes are considered firearms.

Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

2. DISRUPTION OF THE EDUCATIONAL PROCESS

Dress Code:

Every parent, teacher and student has a different idea of what, "appropriate dress" looks like. Therefore, here are some guidelines to assist parents and students in selecting items acceptable for school wear. Preparing students for the world of work, where professional dress is typically expected, the school has determined a standard for professional or appropriate dress at school, with modesty and respect for self and others as the standard. In matters of opinion, the judgment of the administration will prevail.

Negative, derogatory, inappropriate messages:

Students shall refrain from wearing clothing which promotes prohibited activity for young people (alcohol, drugs, or violence), clothing that promotes derogatory messages, and clothing that is profane, obscene or sexually suggestive.

Tops:

Students should wear tops that are long enough to cover all of the low-back/midriff. Tops must be modest and cover any cleavage. Tank tops with thin straps are permitted underneath other garments, but may not be worn without a school-appropriate top. If tank tops are cut low or homemade work-out shirts are cut to leave sides exposed, a school-appropriate tank top must be worn over or under the shirt. *See pictures:*



Shorts/Skirts: Students should wear shorts that are close to mid-thigh length or fingertip length. They should not be form fitting or show any body part above the mid-thigh. The shirt and waistband must meet or overlap and may not leave low-back/midriff or undergarment exposed. *See picture*

Hats: Hats, caps, hoods, do-rags, bandanas, etc. are not to be worn during the school day. Students may wear them upon entering and exiting the building, but must have them off between the 1st and last bell of the school day.

Pants: If students choose to wear leggings, jeggings, yoga pants, (or anything resembling tights), they must wear a school appropriate shirt that covers both the **front and back area** past the buttocks. These garments may not be worn with shirts that stop at the waist. Any shorts or skirts that are worn over these items must meet the standard listed above. *See pictures:*

Not School-Appropriate



School-Appropriate



The school administration reserves the right to determine whether the student's attire is within the limits of decency and modesty. The Principal may allow exceptions in special circumstances or occasions such as holidays or special performances and may further prescribe dress in certain classes such as physical education, vocational classes, and science labs.

If a dress code violation occurs, students will be instructed to change their clothing to be in compliance with the dress code or call home for appropriate clothing. **Multiple violations will be deemed as insubordination.**

- a. **Disrespect/Insubordination toward school employees:** Including but not limited to, interfering with a teacher fulfilling their role in the classroom, forging or destroying a parent note/letter, destroying a detention slip, pass and or parent/legal guardian notification letter, incivility, insolence and arguing.
- b. **Possession and/or use (including throwing) of Potentially Dangerous Objects:** Includes but is not limited to: fire crackers, matches, lighters, incendiary devices, and laser pointers. Throwing food, coins or anything, including misuse of rubber bands, paperclips, etc.
- c. **Inciting, contributing to disruption inside/outside of classroom,** including off-campus activity which has the ability to incite fights, threats of violence, harassment or other disruptive activity.
- d. **Student Distributed Material:** Any material handed out by a student or displayed on school property must be approved by the school administration.

Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

3. CONTROLLED SUBSTANCES

- a) Students of Climax-Scotts will not be in possession of, use, be under suspicion of use, smoke, consume, or be under the influence of (regardless of the amount consumed), possess with the intent to sell, sell or distribute, and/or furnish or deliver any controlled substance as specified below, or drug paraphernalia on school premises, drug-free zones, at school or school related activities/events.

Controlled substances include, but are not limited to:

Tobacco	
Nicotine by-products (vape)	Barbiturates
Alcohol	Anabolic Steroids
Illegal Drug	Mood behavior altering chemicals
Narcotics	Counterfeit/look-alike drugs
Hallucinogens	Amphetamines
Designer drugs	Unauthorized prescription medication
Glue or other Inhalants	Marijuana

1st Violation: Confiscation, up to ten (10) days suspension, police notification, parent/legal guardian conference, and possible behavior contract.

Waiver of Suspension for Controlled Substance Use or Possession:

The student may be suspended for the remainder of the day of the violation and the following days to equal five (5) days. The remainder of the suspension may be waived if the student and the parent/legal guardian agree to participate in an assessment program and agree to abide by and complete the assessment recommendations. Participation in the assessment program is at the parent's expense. If the student fails to complete the conditions of the waiver, the entire suspension will be reinstated. This

waiver applies to all alcohol/other controlled substance/drug paraphernalia violations and may be chosen only once during the high school career.

2nd Violation: Confiscation, ten (10) days suspension, and recommendation for expulsion, police, and parent/legal guardian notification.

3rd Violation: Confiscation, ten (10) days suspension during which period the student will be encouraged to participate in substance abuse counseling by a qualified drug counselor, recommendation for expulsion, parent/legal guardian and police notification.

- b) **Sale/Furnishing of Controlled Substances:** Sale or furnishing, or attempting to sell or furnish controlled substances listed under controlled substances.

1st Violation: Immediate suspension and recommendation for expulsion, police involvement, notification of parent/legal guardian.

- c) **Search and Seizure:** Search of a student and his/her 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 safety of others. All searches may be conducted with or without the student's consent. Students are provided lockers, desks, and 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 including canine searches.

4. PRIVATE TRANSPORTATION

HIGH SCHOOL DRIVING POLICY

- a) **All vehicles driven to school by students must be properly registered with the office. A Parking Pass must be purchased and hung in rear view mirror.** No unlicensed motor vehicle may be driven to school.
- b) All vehicles driven to school must be parked in the designated student parking area that is located by the bus garage.
- c) A student driving a vehicle without a parking pass must report to the office and register his/her car before the school day begins.

Violation of A-C: Immediate registration of the vehicle and possible loss of driving privileges for a specific period of time.

- d) Students are not permitted to park in the circle drive or north parking lots. Overflow parking is available at the Intermediate building's parking lot.

- e) Students are not to sit in the car in the parking lot at any time during the school day. The parking lot is off limits. (See Closed Campus).
- f) Any student involved in an accident in the student parking lot should immediately report the accident to the office.
- g) A student must have permission from parent/legal guardian and the office to drive or ride in a car at any time during the school day.

Permission may be obtained for the following:

- Emergency errand for parent/legal guardian
- Attending classes at other locations
- EFE, EFA, KAMSC

- h) Students will drive in a responsible manner.
- i) Student will obey the posted signs and speed limit.

Violation of D-I:

1st Violation: Loss of driving privileges for up to ten (10) days and parent notification.

2nd Violation: Loss of driving privileges for up to thirty (30) days.

3rd Violation: Loss of driving privileges for remainder of school year.

5. PUBLIC & PRIVATE PROPERTY

- a) Theft
- b) Defacing and/or Destruction of Property
- c) Vandalism of a Staff Members Personal Property on or off School Premises

Violations will be handled at the discretion of the Principal. Multiple violations will result in progressive discipline.

SEXUAL HARASSMENT

The Board of Education of the Climax-Scotts Community School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any staff member who harasses any other staff member, board member, parent or student and students who harass other students, staff, or board members and board members who harass any other board members, staff and students through conduct or communication of a sexual nature shall be considered in violation of this policy.

The following basic policy statements apply:

- 1. Unwelcome sexual advances, requests for sexual favors and any inappropriate verbal or physical conduct of a sexual nature shall be considered sexual harassment when:

- a. Submission to or rejection of such conduct or communication has either the purpose or effect of interfering with an individual's scholastic or employment performance or such conduct that creates an intimidating, hostile or offensive work or learning environment.
 - b. Submission to or rejection of such conduct or communication by an individual serves as the basis for decisions affecting the education or employment of that individual.
 - c. Submission to such conduct or communication is implicitly or explicitly made a term or condition of employment or education.
2. Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior which is not welcome, which is personally offensive, which fails to respect the rights of others, which lowers morale and which, therefore, interferes with an employee's work effectiveness. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment include:
 - a. Verbal: Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, and threats.
 - b. Non-Verbal: Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, whistling, obscene gestures.
 - c. Physical: Unwanted physical contact, including toughing, pinching, coerced sexual intercourse, assault.
 3. Sexual harassment is prohibited by both State and federal law. Any allegation will be handled with confidentiality and in accordance with the existing board policies, operating procedures, due process and parent/student handbooks. A sexual harassment complaint procedure is posted in all buildings and handbooks.
 4. All students, board members and employees of the district are expected to comply with this policy and take appropriate measures to ensure that sexual harassment does not occur. Appropriate disciplinary action designed to stop the harassment immediately and to prevent its recurrence will be taken against any student or employee who violates this policy against sexual harassment. Based on the seriousness of the offense, disciplinary action may include verbal or written warning or reprimand, suspension or discharge. Any substantiated charge may also result in criminal and/or civil action against the alleged perpetrator.
 5. A substantiated charge against a board member in the school district shall subject that board member to any legal and disciplinary action allowed under current law.
 6. This policy shall be brought to the attention of all staff, board members, students and parents, and shall become a component of student, staff and parent orientations.

CLIMAX-SCOTTS JR./SR. HIGH ATHLETIC PHILOSOPHY

The Athletic Program at Climax-Scotts Jr./ Sr. High School recognizes those individuals who participate in the various sports programs as “student-athletes”. The phrase represents not only our philosophy, but also our priorities.

1. Even though an individual may choose to join an athletic team he/she is still first and foremost a student at Climax-Scotts Jr./Sr. High School. The student elects to take on the responsibility of attending practice sessions and athletic contests in addition to his/her classroom duties, not instead of those duties.
2. The student-athlete is not only a student in the classroom, but, a student of the sport he/she has chosen, which includes the following:
 - a) physical conditioning;
 - b) rules and regulations of the game;
 - c) skills related to the sport;
 - d) techniques and strategies;
 - e) safety aspects of the game or sport; and
 - f) personal hygiene and health.
3. The student-athlete, upon joining an athletic team, becomes a representative of the school and community. In doing so, the student-athlete is expected to display sportsmanlike conduct both on and off the field of play, in relationship to his/her teammates, fellow students, teachers, officials, coaches, and athletes from other schools. We are proud of our students, school, and community and insist they be represented with pride.

ORGANIZATION AND ADMINISTRATION

MICHIGAN HIGH SCHOOL ATHLETIC ASSOCIATION (MHSAA)

The Climax-Scotts Community Schools are voluntary members of the M.H.S.A.A. by Board of Education action, and will compete only with other member schools. The purpose of the M.H.S.A.A. is to promote, develop, direct, protect, and regulate amateur interscholastic athletic relationships between member schools, and to stimulate fair play, friendly rivalry, and good sportsmanship among contestants, schools, and communities throughout the state.

All parties concerned with interscholastic athletics at Climax-Scotts Schools are to know, understand, and adhere to all rules and regulations of the M.H.S.A.A. to the letter and spirit of the rule.

REQUIREMENTS FOR PARTICIPATION JUNIOR/SENIOR HIGH

At Climax-Scotts Jr./Sr. High, we are interested in students’ abilities, but more importantly, we are dedicated to helping all students improve and further develop their abilities as they experience the joy of competition.

1. The student-athlete will, in the course of the sports season, be given the opportunity to participate in interscholastic contests. This, however, does not mean that every athlete will play equal amounts of time in contests.
2. **Athletic Assessment Fee**
Every high school athlete will be asked to pay a one-time fee of \$150 and every junior high school student athlete will be asked to pay a one-time fee of \$100 for the school year. There will be a family cap of \$300. Sponsorships are available for those families that cannot afford the participation fee.

Criteria considered in determining a student- athlete's game time include:

- Nature of the sport;
- Number of team members;
- The student-athlete's attendance at practice;
- Attitude in regard to the team concept;
- The pace of the game;
- The student-athlete's ability to make a contribution to the team in various game situations;
- The individual's willingness to participate in a contest;
- Team morale;
- The physical and emotional well-being of each athlete.

C-S Junior High (CSJH)

It is our hope that the participation policy at CSJH will enable and encourage more students to participate in sports programs than would the selective "CUT" policy procedure. It is also our desire to emphasize learning, putting forth the best effort, and fair play rather than merely making the final score the most important part of any game.

DISTRICT ACADEMIC ELIGIBILITY REQUIREMENTS

All participants in Climax-Scotts Jr./Sr. High athletics are subject to weekly eligibility requirements. They are graded weekly in all subjects. A grade below D- will result in a student being placed on warning the first week and ineligible the following week if their grades do not improve. All parents will be sent a letter when they are placed on warning or are ineligible. Students are responsible for letting parents know their eligibility status. The student must practice with the team but cannot participate in the games until he/she becomes academically eligible.

STATE OF MICHIGAN RULES OF ELIGIBILITY

A student's school work comes first at all times and participation in athletics is a privilege of those who observe this fact. Participation in athletics is dependent upon the scholastic record of the student. Eligibility is the student's responsibility.

In order to be eligible to represent Climax-Scotts Jr./ Sr. High School in an athletic contest, the student must

1. Be enrolled not later than the fourth Wednesday after Labor Day or the fourth Wednesday of February.
2. May not be enrolled nor compete in more than 8 semesters in a four year senior high school (9-12).
3. Carry at least twenty (20) hours of academic work each semester.
4. Have passed twenty (20) hours of course work (4) subjects carried in the previous semester and be passing in twenty (20) hours of academic work during the current semester ,including physical education.
5. Must be under nineteen (19) years of age. Nineteenth birthday must not occur before September 1.
6. Shall not have been a member of any other organized team of the same sport during the season.
7. Shall not have played for money, played under an assumed name, or with players who were playing for money.
8. Must not accept any award exceeding \$25.00 in value.
9. Any participant who fails a nine-week period or semester in any class will be ineligible beginning on the Monday after grades are reported to the High School office. If the current sport has ended, ineligibility will carry over to the first mandatory practice week of the next sport the athlete participates in.
10. Any student participating in interscholastic athletics is required to have a current year physical examination dated after April 15th of the previous year. A card, completed and signed by the parent or guardian which documents the examination, must be filed with the Athletic Director before participation will be allowed.

Personal Rules of Conduct for Athletes

Training rules are essential for each participant in the interscholastic athletic program at Climax-Scotts Jr./Sr. High School. Athletes are expected to abide by these rules all year long, not only for their own welfare, but also because they represent the school both on and off the athletic field.

It is a privilege to represent C-S in these activities. Regulations and consequences apply to all team activities at the junior/senior high level as well as all student athletes year-round and are in addition to other sections of the Student/Parent Handbook.

Controlled Substances: Any participant involved in athletics/activities at Climax-Scotts WILL NOT be in possession of, use, consume or be under the influence of, smoke, possess, furnish or deliver any controlled substance, as specified below, or drug

paraphernalia at any time in any place on or off school property. Violators will be disciplined for the following offenses according to the Student/Parent Handbook:

- Tobacco/Tobacco products.
- Nicotine by-products (vape)
- Controlled substances including but not limited to the following:
 - a) Alcohol
 - b) Illegal drugs
 - c) Narcotics
 - d) Hallucinogens
 - e) Amphetamines
 - f) Barbiturates
 - g) Marijuana
 - h) Anabolic steroid / Chorionic Gonadotropin (non-prescription)
 - i) Unauthorized prescription medications
 - j) Designer drugs
 - k) Mood or behavior altering chemicals substances, drugs
 - l) Counterfeit/look-alike drugs

Violators will be disciplined according to the Student Code of Conduct and receive the following:

1 st offense:	Suspension from an event/activity for 1/3 of season.
2 nd offense:	Suspension for 6 months from any activity.
3 rd offense:	One calendar year suspension from all athletics.

The suspension will carry over into another school sport during the same school year or another school year. This will depend entirely on date of discipline and number of days involved in the suspension.

- Team members must ride the bus/school van to each game. They also must ride school transportation home from each game unless the coach receives a permission slip or phone call from the parent or the parent signs the student out on sign-out sheets provided by some coaches. In an effort to reduce transportation costs, there will be a possibility of alternative transportation. If there will be less than eight players coming home from an event on the bus, it will be decided to “take only” and use the school van as an alternative means of transportation with a Coach driving. Coaches would need to know the parent’s wishes at least one week in advance of the event to schedule the bus or the van for the trip. Students are not allowed to furnish individual transportation.
- Bus Discipline Policy as stated in the Student/Parent Handbook will be followed to and from all extracurricular activities.

Participation Regulations for Extra-Curricular Athletic Activities

The privilege of participation in an athletic program may be withdrawn because of the violation of any local, state or federal law.

In order to participate in a meeting, practice, activity, game, match or tournament, a student must be in attendance in all classes on the day of the activity or practice. The following are the exceptions to this attendance regulation and must be verified:

- Absences that are **pre-excused** prior to the absence.
- Doctor or dental appointments which cannot be scheduled other than during the school day. The office must be notified PRIOR to the absence.
- Family emergencies – A student’s personal business such as haircuts, shopping, working, etc. will NOT be considered family emergency.
- Personal emergencies beyond the student’s control.
- Any school – related absence such as a field trip, counselor appointment, special permission of a teacher, etc.

All absences that are not in accordance with the above will be considered as unacceptable absences, and the student will not be permitted to participate in the activity that day or evening. In the case of Saturday events the only students who are not eligible to participate are those students who are currently academically ineligible or on suspension. The Principal must approve any deviation from participation regulations. If the absence/tardy is unacceptable, the student will be required to forfeit the next like event (practice for practice, event for event etc.).

Miscellaneous Requirements

Employed students must comply with the athletic code. An employed student MUST NOT let employment interfere with practices, games, matches or tournaments.

School Equipment:

- The participant is financially responsible for all equipment checked out to him/her.
- The participant will receive credit on items turned in only if they are items that were checked out to him/her.
- C-S athletic equipment must be kept in a locked locker. It may not be used for any purpose except that for which it is issued.

Practice Regulations:

- When in school all day, participants must notify the coach, in advance, any time they will not be in attendance at an event.
- Any athlete missing practice without prior excuse of the coach may lose the privilege of participating.

Grooming:

- The coach has the right to request a change in grooming if the grooming of the participant is unsanitary, unsafe, and/or detrimental to the performance of the participant, another team member or competitor.

Participation Time Lines:

- With the exception of football, girls' volleyball players and all junior high school players, a candidate must come out during the first week of mandatory practice or he/she will not be allowed to participate.
- Football and girls' volleyball players must come out by the end of the first week of school. (This does not apply to transfer students, students who are ill at the time practice starts, or other circumstances beyond the student's control). Participation under these circumstances will be at the discretion of the Athletic Director.
- An athlete participating in a given sport will be given until the day preceding the third athletic contest in that sport to decide if he/she wants to stay on the team.
- If a participant wishes to leave a sport / activity after the third athletic contest / activity he/she must follow these successive steps to gain permission.

Step 1: Conference with coach

Step 2: Conference with coach, Athletic Director and the participant and the participant's parents.

- If permission is received from the coach, the athlete does not proceed to the second step. If these steps are not followed the athlete will not be allowed to participate in future sports for ninety (90) mandatory school activity days.
- The coach of a given sport or Athletic Director may give a athlete permission to leave the sport without penalty after the third contest/performance for justifiable reasons such as, but not limited to, illness.
- An athlete choosing dual participation in athletics and/or other extra-curricular activities MUST choose a primary sport. The coaches involved must be notified of that choice.

Athletic Appeal Procedures

The coach shall be responsible for the discipline of his/her participants. If disciplinary action taken by the coach is considered to be inappropriate by the participant and/or his/her parents, the following appeal process may be involved: Appeals may be made to the Athletic Board consisting of the Principal, AD, and Coach.

Athletic Awards

- To receive any Varsity award (Varsity letter, certificate or plaque) an athlete must complete the season as a member of the team in good standing.
- A Varsity player missing the standard due to injury or illness for a given season may be awarded a Varsity award as recommended by the Athletic Director and Coach.
- To receive any Junior Varsity award (JV letter or certificate) an athlete must complete the season as a member of the team in good standing.
- To receive any freshman award (chenille number of his/her graduating class) an athlete must complete the season as a member of the team in good standing.
- To receive any Junior High award an athlete must complete the season as a member of the team in good standing.
- All athletic equipment must be turned in or paid for before the athlete may receive an award or participate in the next sport season.
- A varsity letter (chenille) will be awarded the first time an athlete qualifies, varsity awards after that will be a certificate and pin representing the sport.

The following requirements are also necessary for a Varsity Award:

Football:	Play in 5 games
Girls & Boys Basketball:	Play in 10 games
Wrestling:	Wrestle in 9 dual meets
Softball & Baseball:	Play in 10 games
Volleyball:	Play in 10 games
Track:	Earn 5 points
Cheerleading:	Make a varsity squad and cheer at varsity contests
Competitive Cheer:	50 % of Varsity Competitions
Golf:	Appear in 6 matches or score in 4 matches

GUIDELINES FOR MLA FORMATTING

General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper,
- Double-space the text of your paper, and use a legible font like Times New Roman. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use either italics or underlining throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Don't underline your title or put it in quotation marks; write the title in Title Case, not in all capital letters.
- Use quotation marks and underlining or italics when referring to other works in your title, just as you would in your text, e.g.,
 - Fear and Loathing in Las Vegas as Morality Play
 - Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively

with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow their guidelines.)

Here is a sample first page of an essay in MLA style:

Smith 1

Pete Smith

Dr. B. Boilermaker

English 106

12 October 2008

Building a Dream: Reasons to Expand

Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead . . .

In-Text Citations: The Basics

- Guidelines for referring to the works of others in your text using MLA style is covered in chapter six of the MLA Handbook and in chapter seven of the MLA Style Manual. Both books provide extensive examples, so it's a good idea to consult them if you want to become even more familiar with MLA guidelines or if you have a particular reference question.

Basic In-Text Citation Rules

- In MLA style, referring to the works of others in your text is done by using what's known as parenthetical citation. Immediately following a quotation from a source or a paraphrase of a source's ideas, you place the author's name followed by a space and the relevant page number(s).

Human beings have been described as "symbol-using animals" (Burke 3).

- When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work, or italicize or underline it if it's a longer work.
- Your in-text citation will correspond with an entry in your Works Cited page, which, for the Burke citation above, will look something like this:

Burke, Kenneth. Language as Symbolic Action: Essays on Life, Literature, and Method. Berkeley: U of California P, 1966.

- We'll learn how to make a Works Cited page in a bit, but right now it's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Multiple Citations

- To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

...as has been discussed elsewhere (Burke 3; Dewey 21).

When a Citation is not Needed

- Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember, this is a rhetorical choice, based on audience. If you're writing for an expert audience of a scholarly journal, they'll have different expectations of what constitutes common knowledge.

In-Text Citations: Author-Page Style

- MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

- The citation, both (263) and (Wordsworth 263), tells readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they

can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. Lyrical Ballads. London: Oxford U.P., 1967.

Author-Page Citation for Classic and Literary Works with Multiple Editions

- Page numbers are always required, but additional citation information can help literary scholars, who may have a different edition of a classic work like Marx and Engels's The Communist Manifesto. In such cases, give the page number of your edition (making sure the edition is listed in your Works Cited page, of course) followed by a semicolon, and then the appropriate abbreviations for volume (vol.), book (bk.), part (pt.), chapter (ch.), section (sec.), paragraph (par.) as available. For example:

Marx and Engels described human history as marked by class struggles (79; ch.

1).

Anonymous Work/Author Unknown

- If the work you are citing to has no author, use an abbreviated version of the work's title. (For non-print sources, such as films, TV series, pictures, or other media, or electronic sources, include the name that begins the entry in the Works Cited page). For example:

An anonymous Wordsworth critic once argued that his poems were too emotional ("Wordsworth Is a Loser" 100).

Citing Authors with Same Last Names

- Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide either authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing Multiple Works by the Same Author

- If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

- Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

Citing a Work by Multiple Authors

- For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

- For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Citing Indirect Sources

- Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

- Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

Citing Electronic Sources or Sources from the Internet

- With more and more scholarly work being posted on the Internet, you may have to cite research you have completed in virtual environments. While many sources on the Internet should not be used for scholarly work (reference the OWL's **Evaluating Sources of Information** resource), some Web sources are perfectly acceptable for research. When creating in-text citation for electronic, film, or Internet sources, remember that your citation must reference the source in your Works Cited. Also remember that the URLs for Websites are included in the Works Cited list only.

Miscellaneous Non-Print Sources

Werner Herzog's Fitzcarraldo stars Herzog's long-time film partner, Klaus Kinski. During the shooting of Fitzcarraldo, Herzog and Kinski were often at odds, but their explosive relationship fostered a memorable and influential film.

During the presentation, Jane Yates stated that invention and pre-writing are areas of rhetoric that need more attention.

Electronic Sources

The Purdue OWL is accessed by millions of users every year.

Specifically, the OWL's MLA Formatting and Style Guide is one of the most popular resources.

One online film critic stated that Fitzcarraldo is "...a beautiful and terrifying critique of obsession and colonialism" (Garcia, "Herzog: a Life," par. 18).

The examples above are listed in a Works Cited like this:

Garcia, Elizabeth. "Herzog: a Life." Online Film Critics Corner. 8 May 2006.

The Film School of New Hampshire. 2 May 2002.

<<http://www.filmnewhampshire.edu/criticscorner>>

Herzog, Werner, dir. Fitzcarraldo. Perf. Klaus Kinski. Filmverlag der Autoren, 1982.

Stolley, Karl. "MLA Formatting and Style Guide." The OWL at Purdue. 10

May 2006. Purdue University Writing Lab. 12 May 2006

<<http://owl.english.purdue.edu/owl/resource/557/01/>>.

Yates, Jane. "Invention in Rhetoric and Composition." Gaps

Addressed: Future Work in Rhetoric and Composition. CCCC.

Palmer House Hilton. 2002.

Citing the Bible

- In your first parenthetical citation, you want to make clear which Bible you're using (and underline or italicize the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (New Jerusalem Bible, Ezek. 1.5-10).

- All future references can then just cite book, chapter, and verse, since you've established which edition of the Bible you will be using.

Formatting Quotations

- When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Formatting quotations using MLA style is covered in section 2.7 of the MLA Handbook (which begins on page 80) and in section 3.9 of the MLA Style Manual (which begins on page 102). Below are some basic guidelines for incorporating quotations into your paper.

Short Quotations

- To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited

page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text. For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

- Mark breaks in short quotations of verse with a slash, /, at the end of each line of verse: (a space should precede and follow the slash)

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Long Quotations

- For quotations that are four or more lines of verse or prose: place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented one inch from the left margin; maintain double-spacing. Only indent the first line of the quotation by a half inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.) For example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the

morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

- Poetry will be handled something like this:

In her poem "Sources," Adrienne Rich explores the roles of women in shaping their world:

The faithful drudging child
the child at the oak desk whose penmanship,
hard work, style will win her prizes
becomes the woman with a mission, not to win prizes
but to change the laws of history. (23)

Adding or Omitting Words In Quotations

- If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

- If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (...) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale ... and in a short time a lively exchange of details occurs" (78).

- **NOTE:** According to the 6th Edition of the MLA Handbook, **brackets are no longer needed around ellipses** unless adding brackets would clarify your use

of ellipses. For example, if there are ellipsis marks in the quoted author's work, do not put brackets around them; but do use brackets around ellipsis marks you add, so as to distinguish them from ellipsis marks in the quoted author's work. Also note that the MLA Style Guide still requires brackets, so it's probably best practice to follow the MLA manual appropriate to your assignment or publication.

Works Cited Pages

- For information on Works Cited Pages, please utilize the following web site: www.easybib.com.

All MLA formatting information was taken from the following internet location:

Purdue OWL. "MLA Formatting and Style Guide." The Online Writing Lab at Purdue. 10 May 2008. Purdue University Writing Lab. 12 May 2008
<<http://owl.english.purdue.edu/owl/resource/557/01/>>.

CAREER PATHWAYS

PLANNING FOR YOUR FUTURE

Making the right plans for your future during these changing times can be difficult. Starting with a self-assessment can give you more choices and broaden your options.

A personal inventory can reveal your abilities, interests, and attitudes. It will define your strengths and your weaknesses. Looking for a match between your strengths and the work you are considering is the most important step before you write your resume or search for a job. In fact, when the time comes to write your resume and prepare for a job interview, you will find the task much easier the more you know about yourself.

What if you are not sure what kind of job or career you want? “You” are the place to start. What do you do well and enjoy doing? Answers will help you identify your strengths and help you to decide on what contributions you can make in the marketplace.

Many people try to fit into jobs advertised in newspapers or other sources. The employer today has many qualified candidates from which to choose. You will be seriously considered for a position only by showing the employer that you know who you are, what you can offer, and where you are going.

Personality & Attitudes - Two of the most important factors to determine your happiness and success in a job are your personality and attitudes. Assess your feelings and actions in different situations, as they may be different, e.g., in a large group vs. one-on-one, in a fast pace versus slow-paced environment. You are unique, having different tolerance levels than others for chaos, detail and risk-taking.

Skills & Achievements - Skill is defined as the ability to do something well, especially as a result of experience. Most skills are transferable to other work settings and can be grouped in many ways. One way is to show functional skills of working with people, data or information, and things or objects. Another way is to look at intellectual, aptitudinal, creative, leadership and problem solving skills. Employers are interested in knowing which skills you can bring to their organization.

Examine your jobs, both paid and unpaid, as well as your academic, occupational, and personal activities to determine your skills. Do not underestimate the skills obtained in a “technical” education. Examples: Oral/written communication through technical writing, presentations, and seminars; organization of time by having for meet deadlines and of ideas in order to pre sent material logically; research by searching and locating information; problem-solving by analyzing and finding alternate solutions to a problem; and various performance with job related tasks.

Knowledge & Learning Style - In addition to finding out who you are (personality/attitudes) and what you can do (skills), you need to know what you know. You have learned information by attending classes, working on projects, independent reading, traveling, and cooperative education to name just a few methods.

Learning Style - Learning style refers to characteristic ways of processing information, and performing in learning or working situations. Awareness of your personal style will help you identify your strengths and weaknesses. Enhancing your thinking and problem-solving skills is a requisite in today's information age.



Career Pathway - Art and Communications: Programs of study related to the humanities and to the performing, visual, literary, and media arts.

Related Courses - Art, History, Creative Writing, Life Skills, Communications, Math, Foreign Language, Science, Computer, Technology, Explorations, Education, Drama, Drafting, English, Woodshop, Geography

Career Opportunities - Interpreter, Author, Journalist, Camera Operator, Artist, Model, Florist, Director, Historian, Publisher, Radio/T.V., Dancer, Critic



Career Pathway: Business and Management: Programs of study related to the business environment.

Related courses - Creative Writing, History, Communications, Life Skills, Foreign Language, Math, Computers, Science, Explorations, Technology, English, Education

Career Opportunities - Funeral Director, Accounting, Hotel Office Manager, Information Director, Chef, Clerical Assistant, Agent, Cosmetology, Counselor, Secretary, Journalist, Analyst, Bookkeeper, Insurance Agent



Career Pathway: Health Services: Programs of study related to the promotion of health as well as the treatment of injuries, condition, and disease.

Related Courses - English, Physical Education, Math Science, Health, Computer, Explorations, History, Life Skills Foreign Language

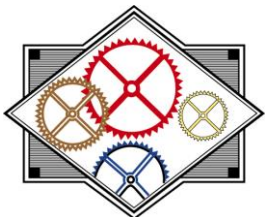
Career Opportunities - Animal Health Care, Nurse, Engineer, Biochemist, EMT, Hygienist, Optometrist, Dietician, Dentist, Chiropractor, Therapist, Pharmacist



Career Pathway: Human Services - Programs of study related to economic, political and social systems.

Related Courses - Health, Life Skills, History, Math, Science, English, Creative Writing, Communication, Computer Explorations

Career Opportunities - Job Analyst, College Professor, Criminologist, Teacher, Substance Abuse Counselor, Court Reporter, Lobbyist, Probation Officer, Librarian, Child Development



Career Pathway: Manufacturing and Engineering - Programs of study related to technologies necessary to design, develop, install or maintain physical systems.

Related Courses - Math, Science, Computer, English, History, Woodshop, Technology, Education, Drafting

Career Opportunities - Aerospace Engineer, Architect, Metallurgist, Electrical Engineer, Plastics, Printing Press Operator, Computer Repair, Automotive Engineer, Cabinet Maker, Chemical Engineer, Millwork, Mining Engineer



Career Pathway: Agriscience and Natural Resources - Programs of study related to the environment and natural resources.

Related Courses - Computer, Math, Science, Technology, English, History, Life Health/Skills

Career Opportunities - Agricultural Science, Archeologist, Botanist, Physicist, Oceanographer, Gardener, Geographer, Farm Operator, Fire Fighter, Park Ranger, Pest Controller, Zoo Keeper, Surveyor

SKILLS FOR SUCCESS

A Three-Part Foundation

Basic Skills - Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

- **Reading:** Locates, understands, and interprets written information in prose and in documents such as manuals and schedules.
- **Writing:** Communicates thoughts, ideas, information, and messages in writing; and creates other documents.
- **Arithmetic/Mathematics:** Performs basic computations and approaches practical problems by appropriately choosing from a variety of mathematical techniques.
- **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- **Speaking:** Organize ideas and communicates orally

Thinking Skills

- **Creative thinking:** Generates new ideas.
- **Decision Making:** Specifies goals and constraints, also generates alternatives
- **Problem Solving:** Recognizes problems and devises a plan of action.
- **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it with solving a problem.

Personal Qualities

- **Responsibility:** Exerts a high level of effort and wants goal attainment.
- **Self-esteem:** Believes in own self worth and keeps a positive view of one self.
- **Self-management:** Assesses self accurately, makes goals for self.
- **Integrity/honesty:** Chooses ethical courses of action.

Five Workplace Competencies

Resources:

- Time-selects goal-relevant activities, ranks them, and prepares and follows schedules.
- Money-uses/prepares budgets, and keeps records.
- Material and facilities- Acquires, stores, and uses material or space efficiently.
- Human resources-assesses skills and distributed work accordingly, evaluates performance and provides feedback.

Interpersonal:

- Participates as a member of a team-contributes to group effort.
- Teaches others new skills
- Serves clients/customers-works to satisfy their expectations.
- Exercises leadership-Communicates ideas to justify position.
- Negotiates-works towards an agreement
- Works with Diversity-works well with men and women with diverse backgrounds

Information:

- Acquires and evaluates
- Organizes and maintains
- Interprets and communicates
- Uses computers to process

Systems:

- Understands systems-knows how different systems work and how to operate them.
- Monitors and corrects performance-predicts impacts on system operations, and corrects malfunctions.
- Improves or designs systems-suggests modifications, and a new or alternative system.

Technology:

- ♦ Selects technology-chooses procedures, tools or equipment related to technology.
- ♦ Applies technology to task-understands overall intent and proper set-up information.
- ♦ Maintains and troubleshoots equipment-prevents or solves problems with equipment.

Checklist for career opportunities

- Start a file or folder-save everything related to your career and educational/training options after high school.
- Review weekly student notes or placement bulletins for information concerning employment opportunities and special programs
- Take the ASVAB to obtain additional information on your abilities and interests. This test is provided by the military.
- Meet with your counselor to discuss information about yourself.
- Select classes that increase your academic abilities.
- Maintain good grades and always strive to improve.
- Select classes that relate to your technical preparation skill area
- If eligible as a special needs student, consider work-study or work training which provides one credit per year for work. Talk with your high school counselor.
- Develop job-seeking skills
- Apply for a social security card. You must have your social security number when applying for jobs and any college testing.
- Investigate sources of educational training for a career
 - Community College, Training, Technical, or Business School
 - Military
 - Apprenticeship
 - On-the-job training
- Seek out financial aid options for education and/or job training after high school. Discuss financial aide options with your high school counselor
- Notify the counseling office of your career choice
- Consider applying for co-op education, internships, and/or school-to-registered apprenticeships.

Dollars for Education After High School

1. **Gather Information** - Obtain scholarship information from your counselor about federal, state, college and special aid and scholarship programs.
2. **Apply to the school of your choice** - On the admission application (if asked) specify your desire to apply for financial aide.
3. **Take the SAT test** – All high school juniors are required to take the SAT test. The SAT is provided once by the school free of charge. Students may take the SAT or ACT test multiple times at state administered test sites at their own expense. Please see the school counselor for additional dates, locations, and registration deadlines.
4. **Processing Financial Aid Forms** - After January 1, have your parents fill out the FAFSA. You are encouraged to mail it before February 15. Early filling will give you maximum advantage of financial aid programs. Once the FAFSA is processed, the results will be mailed to you. It will be called the Student Aid Report. This should be submitted to the financial aid office in the school of your choice.

Then: Contact the financial aid office of the college, university, or technical school you are interested in attending. Ask if they require an additional supplemental financial aid application. Some schools require you to fill out their own for a small fee.

Special Circumstances - If the student has special circumstances he or she should explain them to the financial aid administrator at the college or vocational school. The financial aid administrator can adjust the student's cost of education. The administrator should know if:

- If the student or parent has lost income or benefits in the last year.
- If the student or parent is a dislocated worker.
- If the students family has unusual medical or dental expenses.
- If the students family pays tuition for high school or elementary school.

Parents may wish to check current tax guides for tax credits based on college tuition, and with the Michigan Department of Education for new programs in financing college education.

Employment Contacts - Employer contact comprises all your activities between making the decision about the work you are interested in and considering the job offer(s) you have received. The main areas are: Searching for work or job openings, preparing resumes and letters, and presenting your qualifications in an interview.

Job/Work Search - Looking for employment is one of the most challenging jobs you will ever have. Finding “your” job rather than “a” job is important, as work plays a big role in contributing to the sense of satisfaction in your life.

Where to Learn about Job Openings

- Parents, friends, and neighbors
- School or college placement services
- Classified ads
- Professional Journals/Trade magazines
- Employment agencies and career consultants
- State employment service offices
- Internet networks and resources
- Libraries and community centers
- Youth programs

Keep the following in mind if you are using want ads:

- Do not rely solely on the classifieds to find a job; follow other leads as well.
- Answer ads promptly, since openings may be filled quickly.
- Follow the ads diligently; check them everyday as early as possible.
- Beware of “no experience necessary” ads. They often signal low wages or poor working conditions.
- Keep a record as to all the ads in which you have responded, including the skills and qualifications you will need for that job.

Resumes - The resume is a marketing tool that acts as a door opener and allows an employer to assess your qualifications quickly in the prescreening process before interviews.

- It is important to tailor your qualifications to the job for which you are applying.
- The first impression of your resume should be favorable for both your electronic and paper versions; well organized.
- One or two pages of information should be efficient to present your credentials clearly and concisely for the position.
- Prepare a completely positive document to present your skills. Do not be shy! However, make sure it is an honest evaluation.

- There is no one right resume. Just create a document that sells your strengths, since the employer is looking for the best value in you.
- Many of your strengths are revealed through both your content and style of writing.

Preparing your resume for the Internet and a database - There are 3 kinds of resumes: electronic version, paper version for scanning and paper version for mailing, or an application form from an employer or company. Let the employer specifically see your qualification for the areas they need you in.

An electronic version of your resume is somewhat different from those prepared on paper. Some points:

- An employer can view the document one screen at a time, rather than glancing at the one or two pages to get a sense of your qualifications.
- Name and summary of qualifications in point form is at the top of the first screen. You may also be able to get your name, address, phone, fax, and email at the bottom of the first screen.
- You do not want to get a message from your employer saying it was unreadable.
- You may want to check with the computer databases you are considering listing your resume with or recent software and books.

Points you need to consider when preparing a paper resume for scanning into an employer's database:

- As part of the research you do on an organization, you may want to determine if you need to submit a resume for scanning.
- Supply a good laser quality document, on 8 ½ x 11, white or very light colored paper use a san serif font such as Arial with size 10 or larger font.
- As mentioned above, italics, bolding, etc. May also prove problematic in some instances.

Additional Tips

- Employers looking at your resume want to easily find the keywords relating to their needs. In addition, when your resume is stored in a database, an employer will use a computer to conduct a keyword search. Your resume will not be selected unless you have a "hit" with the minimum number of keywords requested.
- Interactive multimedia resumes are becoming more common with the advances in both hardware and software. If you choose this type, remember that some employers may not have the latest equipment to download your resume with sound and complex graphics quickly or at all.
- Always have a subject in your subject line when sending an e-mail resume to an employer. A precise reference, their job and your fit may spark their desire to read your resume rather than hit the delete key.

Job/Work Interviews - Purpose: The interview is a mutual exchange of information between an employer and a candidate for a position. The primary objectives are:

- To supply information about yourself that is not contained in your resume; to show that you understand yourself and have a sense of direction in your career.
- To enable the employer to evaluate your personality and attitudes, in terms of the demands of the organization and the job, as this cannot be obtained through other sources.
- To give you and the employer an opportunity to discuss the desirability of further contact or an offer of employment.

Interview preparation, Knowledge of yourself - To impress an employer you must be well prepared and understand the value of what you have to offer. Be able to relate your assets to the position and the organization.

Knowledge of Company/organization - You must be familiar with the position and the organization so that you can demonstrate how and why you will be an effective employee. Try to find out as much as you can about the organization before your interview. Ask the company to send you material that will help you in finding out more.

Your Physical Appearance - Your success or failure in the interview can depend on your appearance and the interviewer's first impression of you. If it is not good, it will be much harder during the rest of the interview to change the interviewer's mind. Look neat, clean and well groomed. Select proper clothing for the type of organization interviewing you. If in doubt, be conservative.

During the interview - Do not worry about being nervous during the interview-this is normal and will be expected. Just remember, the interviewer wants to hire you if you have the right qualification and interest in the position. **REMINDER:** The first one to three minutes are crucial.

Interview Questions

- Describe a little about yourself?
- How does your previous experience relate to the jobs we have here?
- What are your professional goals for the future?
- What are your major strengths? Weaknesses?
- Why are you looking for this type of position?
- What would your former employer say about you?
- Why should I hire you?

- What sort of pay do you expect to receive?
- Why would you like to be employed here?

Twelve steps to first-year success on the job

- Adopt the right attitude and if so adjust your expectations.
- Master breaking-in skills.
- Manage the impressions you make.
- Build effective relationships.
- Become a good follower.
- Understand your organizations culture.
- Develop organizational savvy.
- Master the tasks of your job.
- Acquire needed knowledge, skills, and abilities.
-

Thank-you letter for job interviews - Use this letter, the most neglected of all letters, to inform an employer of your interest in the position, summarize your chief credentials, and express your desire to be included in the next step of the interview process or to receive the job offer. Promptly (within 24 hours) after an interview, send your letter, which builds upon the strengths you discussed in the interview. You can also mention additional information that you forgot to include in your interview. Remind the interviewer of your qualifications for the position and how the company could benefit. Express appreciation to the interviewer(s) for the time and courtesy shown to you (tours, lunch etc.)

**Climax-Scotts Jr./Sr. High School
Food Service Program**

Meal Charging Policy

1. Charges will only be allowed to students who prepay on a regular basis. However, if it is abused the privilege to charge meals will be taken away.
2. Students who prepay on a regular basis will be allowed to charge meals two (2) times.
3. No charges will be allowed two (2) weeks prior to summer break.
4. Seniors must pay all amounts owed in order to participate in graduation.
5. Breakfast is served beginning at 7:20 a.m. each day.
6. No breakfast is served on days when school is delayed.

For your convenience, Free and Reduced Applications are available on line at www.lunchapp.com. For those that still wish to complete the paper application they will be sent home with the back to school packets in August. They can also be found on the District's website at www.csschools.net. Please complete the application and return it to the school as soon as possible. You are not obligated to take part in the program, but we want to assure you that the information is confidential. Many of our grants are dependent on having accurate numbers regarding free and reduced students. This results in the District being able to provide more services for students.

Check your child's meal history on their food service account via the internet using sendmoneytoschool.com (formally known as LunchDeposit.com). To begin, go to www.sendmoneytoschool.com and click the "sign up" link. Then follow the steps to set up your account. There is a \$2.00 per transaction fee. You will need your child's ID number, which can be found on their report card, or by calling the Food Service Director, at 746-2308.

MEAL COSTS FOR 2017-2018

Student Lunch	\$2.75
Student Breakfast	\$1.35
Reduced Lunch	\$0.40
Reduced Breakfast	\$0.30
Milk	\$0.40
Adult Lunch	\$3.80
Adult Breakfast	\$1.75
Ala Carte	\$2.50

To receive low balance e-mails, go to:

- sendmoneytoschool.com
- Account settings
- Check low e-mail box
- Put in the amount when you want to receive the e-mail.

You will receive an e-mail when your student's balance falls below that amount.