Madison Academy
Student Handbook

2024-25

Contents

Our Mission (K-12)

Madison Academy students will demonstrate academic excellence and wellness, positive character development, a knowledge with interest in fine arts, a love for life long learning and service to others.

Our Vision (K-12)

"Prepare the next generation of professionals, through academic excellence."

School Pledge (K-12)

Today is a new day. I will be respectful and responsible. If I put forth full effort, I will learn.

TO OUR STUDENTS AND PARENTS

WELCOME (K-8) (9-12)*
We extend to each of you a sincere welcome to our school family. We thank you for your confidence in our school and staff. We realize you have a choice, and we pledge ourselves to providing the best for your student's learning experience. We love our students enough to maintain high expectations and all members of our community support these expectations.

ADMISSION POLICY (K-8) (9-12)*
Madison Academy does not discriminate on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973), or age (Age Discrimination Act of 1975) in its programs or activities. The following person(s) have been designated to handle inquiries regarding the nondiscrimination policies:

Tricia Osborne
Elementary/Middle School Principal
6170 Torrey Road
Flint, MI 48507
(810) 655-2949

Christel Drew
High School Principal
3266 S. Genesee Road
Burton, MI 48519
(810) 875-9050

New students
The following list provides admission requirements for new students:

1. Kindergarten students must be five years old on or before September of the year they begin school.
2. Submit a completed enrollment form for each child attending Madison Academy.
3. Include with the application:
    - A copy of the applicant's birth certificate with a seal
    - A copy of the applicant's most recent report card (grade 1 up)
    - A complete health report including all immunizations (the attached form must be signed by the appropriate medical personnel) and returned as soon as possible. This is the only document that may be submitted later.

4. Kindergarten students will participate in entrance testing to determine appropriate instructional requirements.

- **Special note: Enrollment will be considered incomplete unless ALL indicated items are completed and returned.**

REQUIRED FORMS OTHER THAN ADMISSION PAPERS.
Various consent and agreement forms will be issued as needed during the school year. These forms include but are not limited to:

- Medical treatment forms (as needed)

- Athletic liability release forms (as needed)
- Field trip liability release and permission forms (as needed)
- Doctor signed athletic physical forms (as needed)
- Concussion Form
- Any previous IEP information for your child
- Signed forms from Student/Parent Handbook
- School Uniform order form
- Volunteer Form
- Lunch Application or DO NOT Qualify form
- Homeless Survey
- Home Language Questionnaire

MEDICAL GUIDELINES *

- All students must file a medical report form with the school detailing inoculations, past health problems, etc.
- Parents must sign a medical treatment form. This form gives the school the right to authorize any necessary medical treatment in the event of an emergency when the parents cannot be reached.
- No staff member will be allowed to administer any medications, tranquilizers, aspirin, any pills, etc. to any student for headaches, fever, or other reasons without WRITTEN PARENTAL AUTHORIZATION FORM with administrative approval. A note from parent/guardian is NOT enough. Phone permissions will not be accepted.
- All medicines will be kept in a lockbox and administered privately by designated staff.

DIRECTORY INFORMATION *

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Madison Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Madison Academy may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Madison Academy to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless

parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want **Madison Academy** to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by **September 15th**.

Madison Academy has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone listing**
- **Electronic mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **Degrees, honors, and awards received**
- **The most recent educational agency or institution attended**
- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)**
- **Parent email addresses**

WHAT MADISON ACADEMY OFFERS (K-8) (9-12)
Madison Academy offers many things of great value to parents and guardians dedicated to the development of their children. First of all, Madison offers quality education at all grade levels. As a result, it can provide for the full range of a student's needs. Secondly, our highly qualified staff members, under the No Child Left Behind Act (NCLB), are people whose lives are committed to the students they teach. Thirdly, the curriculum emphasizes high-character values, while following the guidelines of the Common Core Standards.

Through a cross-curricular integration elective program, fine arts programming will be offered to all students in grades kindergarten and above.

A wellness philosophy has been adopted to emphasize the importance of health, safety, personal hygiene, and environmental awareness. This philosophy will address all of the above areas and give students the tools to make wise decisions.

As technology integration and application knowledge becomes more and more a necessity, Madison will work to upgrade and expand its offerings of integrated technology. Beginning with kindergarten students, Madison will use technology in instruction, testing, tutorial, and recreational activities. In addition, such core content subjects as mathematics, English language arts, social studies, and science will be supplemented through the infusion of technology. The development of multimedia capacity is the future of our school, and we will maintain this goal as a top priority.

Madison also prides itself upon the use of differentiated education. Each student will be continuously evaluated for proficiency and mastery in the core subjects to determine performance level. Utilizing this data, we will use various instructional strategies in an attempt to meet the needs of the student.

GRADE SCALE for grades K through 12

The grade scale is as follows:

92.5% - 100%	A	72.5% - 76.4%	C
89.5% - 92.4%	A-	69.5% - 72.4%	C-
86.5% - 89.4%	B+	66.5% - 69.4%	D+
82.5% - 86.4%	B	62.5% - 66.4%	D
79.5% - 82.4%	B-	59.5% - 62.4%	D-
76.5% - 79.4%	C+	Less than 59.5%	F

HOMEWORK *

Homework is proven to be invaluable in reinforcing the concepts learned in the classroom. Expect some sort of homework or other reinforcement responsibility for your child on a daily basis. The amount given nightly will be age appropriate for your child's grade level. If your child is regularly struggling with the completion of their homework, it is vital that you contact their teacher directly to identify the issue that needs to be resolved. Students are individually responsible for completing all assigned work. Though homework will not be the major portion of the student's grade, it will be a determining element.

Daily reading is essential for building comprehension skills and fluency. We encourage you to provide your child with age appropriate reading material and a period of time in which to read and be read to. Children who have parents who continue to read with them through elementary school and beyond become good readers. Daily reading is essential for building comprehension skills and fluency.

MAKEUP WORK

Students are expected to make up any classroom work that was assigned during an absence. It is the student's responsibility to find out what work needs to be completed during or before the absence. In the lower grades (K-8), teachers will have the work ready for pickup on the day the student returns to school unless other arrangements have been made in advance. Students will be permitted a one day extension for each day absent to return completed work except in the case of an assignment that was clearly given a deadline prior to the absence. This generally means 1 day absent = 1 day to complete the missed assignments, but previously established deadlines and other circumstances might apply. Absences longer than 5 days need to be discussed with the student's teacher for appropriate makeup time. Testing windows and the issuance of semester and final grades may affect this policy. Test, quiz, and project dates announced prior to absence may impact this policy if the absence occurs within two days of the announced test, quiz, or project and are subject to the discretion of the classroom teacher and administration. In general, work submitted after one week of the due date will not be awarded credit nor will work submitted following the announced date of teacher's report card grade submission.

STANDARDIZED TESTS

Students will be tested regularly to determine their progress with regard to identified academic and co-curricular outcomes, using both formative and summative tests. Other testing for students in kindergarten through high school will be the NWEA, conducted in September, January, and May to determine individual learning objectives and growth. In addition, third through eighth graders will be given

the State Determined Assessment to measure their knowledge and abilities according to the State of Michigan's identified outcomes in the areas of mathematics, science, language arts, writing, and social studies. Testing for all students at the high school will be NWEA Math and Reading, conducted in September and May. Ninth and tenth grade students will also take the PSAT 9 and PSAT 10, respectively, in the spring, designed to help them explore a broad range of options for their future and highlighting areas of academic strength and need. Eleventh grade students will be given the SAT, ACT WorkKeys, and M-STEP (in Social Studies and Science) test in April, measuring their knowledge and abilities according to the State of Michigan's identified outcomes in the areas of mathematics, science, language arts, writing and social studies. Kindergarten through 8th grade will be given oral exams frequently in their classrooms by their teachers and staff. Other testing structures and devices than those listed above will be used for evaluative purposes.

Students are expected to exhibit their best effort on every standardized test. If it is determined that a reasonable amount of effort has not been exhibited, and when permitted by test protocols and regulation, students may be required to retake a test in part or as a whole until a reasonable standard of effort is evidenced to the satisfaction of school staff. This may include as many sessions as necessary and at the discretion of school personnel.

TEXTBOOKS (K-8) (9-12)
Textbooks and related materials will be loaned to all students at no charge for use in the classroom. The care of these materials is the student's responsibility but remain the property of Madison Academy except in cases as materials are determined by the administration to be expendable. Textbooks and related materials must be returned at the end of the school year or class cycle. Students are expected to:

- return textbooks and related materials in the same condition as when they were issued.
- use the textbooks and related materials responsibly and with respect.
- bring textbooks and related materials to class daily.
- monetarily replace any damaged or lost textbooks that were in their care.Failure to replace or reimburse for damaged or lost materials will result in loss of privileges such as extracurricular and celebratory participation. Other forms of consequences may be levied.

RETENTION POLICY (K-8)

GRADE PROMOTION AND RETENTION
The sections of the *Revised School Code* that address this issue are contained in the Michigan Compiled Laws under MCL 380.10, 380.11a, 380.1280b, and 380.1282.

Local Board Authority K-8 and 9-12
Promotion and retention decisions may be difficult. People may disagree about policies and criteria, and research may not provide educators with a definitive answer to the question of whether to promote or retain. However, despite the problems inherent in making promotion and retention decisions, it is clear that educators and boards of education have authority to adopt policies that are based on objective criteria.

The *Revised School Code,* sections 380.11a and 380.1282, provides a board of education "general powers" to "exercise a power incidental or appropriate to the performance of any function related to the operation of the school district in the interests of public elementary and secondary education in the school

district.*"* [MCL 380.11a and 380.1282]. Moreover, the courts have confirmed that a school board has the authority to retain pupils on the basis of their failure to achieve at the appropriate level.

Parental Right to Request (K-8) (9-12)
Regarding the rights of a parent on this issue, the law does recognize:
Section 380.10:

> *"It is the natural, fundamental right of parents and legal guardians to direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive manner."*

This authority does not give a parent the ability to determine at what grade level their child shall be placed. While a local school board policy may consider the recommendation of a parent as an objective standard and incorporate it in the promotion and retention policy, the ultimate decision is based on school board policy.

Promotion
Promotion to the next grade is based on the following criteria:

Grades K-8

1. Current level of achievement
2. Potential for success at the next grade level
3. Emotional and or social maturity
4. Fulfillment of the school's attendance policy

A passing grade for the purpose of promotion is D- (or equivalent stands-based achievement) or better. The student must pass three (3) out of four (4) academic and exhibit appropriate effort and achievement in co-curricular and elective courses per academic year. If significant deficiencies are identified in core content coursework or standardized test scores, additional requirements may be instituted for promotion including but not limited to: Successful Summer School Completion, Intervention Courses, Special Projects, or Additional Assignments/Evaluations.

Retention
Students may be retained if it is in their best interest. Students may be retained for any of the following reasons:

1. Emotional growth
2. Social growth
3. Academic growth
4. Lack of sufficient attendance

In grades 3 through 8, if a student fails two (2) core academic courses (Language Arts, Mathematics, Science, or Social Studies) or three (3) specials and elective courses within one academic year, the student may be retained.

All parents/guardians will be informed throughout the year as to a possible retention. The decision to retain will be made in the third quarter so that the student may have a probationary period to correct the issue at hand.

CEIS Academic Intervention:

The selected 7th through 8th grade students will participate in a targeted intervention class. They will be identified through the student identification form. The selected students will meet with those grade level peers, once a week with the interventionist for the academic class.

The selected students will be working through the IXL online-based common core academic program bi-weekly (alternating between academic and behavior/social each week). To prepare for each academic session, the CEIS Program Leader will analyze the classroom's math and reading monthly assessment results in collaboration with the general education teacher, to determine the lowest achieved common core standard(s). The CEIS Program Leader will do a mini lesson based on the lowest reading and math common core standard though the IXL program and facilitate group instruction via the projector. After the group lesson the students will practice the selected objective individually through the IXL program on the chromebooks. This academic intervention program will remediation the individual classroom objectives that were not understood or mastered by the students, further reinforcing the standards taught in the general education classroom. Due to the program's adaptability to the individual needs of the student, it allows the student to grow academically from where they currently are.

Incorporated within the IXL program, is a database section, which gathers and reports out the individual student progress through graphs. The graphs show which standards have been met and what still needs to be worked on. The graphs are easy to understand and will be shared with students, parents, teachers, and administration. Each student has an individualized folder to reflect on his or her academic progress with the interventionist.

CEIS Behavioral and Social Emotional Program:

The selected 7th through 8th grade students have been selected for a targeted intervention class through the student identification form. The selected students will meet with identified grade level peers per grade level once a week with the Interventionist for the intervention class.

The interventionist will use the Social Thinking and Me book set to facilitate conversations with age appropriate groups. These sessions will take place bi-weekly in conjunction with academic support (program 1). The curriculum is designed for students with social learning challenges, all individuals can benefit from learning about social thinking concepts. Social thinking vocabulary provide fundamental thinking skills that align with Common Core and State Standards which will be provided by using Should I/Shouldn't I cue cards and social behavior mapping worksheets.

In order to facilitate real life problem solving and social skills the 6th-8th grade students will be selected through IXL progress as well as Powerschool entries to take a field trip (at the end of the year) to the Genesee Career Institute Base Camp. The program is a state of the art university designed facility, which uses an experiential education approach to teach teamwork, trust, leadership, problem solving, communication and cooperation.

The interventionist will also facilitate/run a 3 B reflection room during scheduled times throughout the school week. Within this time, the interventionist will be available for students within the program that are having behavior difficulties in the classroom setting. The interventionist will have students reflect on the

school-wide behavior expectations (be safe, be respectful and be responsible) using the social thinking concepts from social mapping and the Social Thinking and Me program.

MTSS-Pull-Out Intervention Services:
NWEA must be a criterion for determining students' eligibility to receive additional math and reading pull out services in addition to classroom data and documented behavioral and social skill needs. Intervention is scheduled consistently at a minimum of 20 minutes per day four days a week at a time other than when their deficit subject is taught in the regular classroom.. Students will be placed into small intervention groups with students with similar goal and objective deficits.

Middle School Elective Course Descriptions

Health:
The health 7th grade curriculum, conducted in conjunction with Physical Education, is designed to familiarize students with issues they will encounter during their middle school years. It is designed to provide knowledge and experiences, which will enable them to make choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness.

The 8th grade Health curriculum, conducted in conjunction with the Physical Education program, is designed to help individuals become sensitive, healthy persons who take an active role in protecting, maintaining, and improving their health. Students study STIs, AIDS, nutrition, alcohol and drugs, CPR, circulatory system, eating disorders, and fitness.

Art:
Students do a sampling of art projects that emphasize the elements (line, form, color, value, texture) and principles of art (balance, variety, harmony, emphasis). Understanding and appreciation of self and others through art history, culture, and heritage is emphasized. A variety of media and techniques create an active learning experience.

Music:
This class is an introductory course on music and will dive into many different aspects. We will go over reading, writing, composing, and playing music. Recorders, Ukulele, guitar, and drums will be instruments that will be learned. We will also take a look at music theory and music history. Sight singing is another important component as we will learn to sing as a performing ensemble.

Physical Education:
The Physical Education program provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, individual sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities and lifelong physical activities. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

Spanish:
In this course, students will learn basic Spanish phrases and vocabulary through interactive lessons that will include images, recordings and videos.

STEAM:

STEAM engages students in integrated learning as they explore the world around them, create innovative solutions to problems, and communicate their results while learning Science, Technology, Engineering, Art and Math. STEAM is more than the individual subjects. It is the intentional integration of core content with art inspiring all students to think deeply, develop creative solutions, and aspire to a greater future.

Student Mentor:

The student mentor program provides students the opportunity to assist in various capacities in the school during school hours. Duties may include but not limited to: placing graded papers in student mailboxes, assist younger students with classwork and projects, pass out fliers for front office, daily announcements. This class is designed to help students develop work ethic and be positive and responsible role models.

Technology:

Middle School Technology class is designed to assist students in becoming better Digital Citizens. Topics covered by all grades will include online safety, digital etiquette, cyber bullying, appropriate use, protecting your online reputation, social networking, plagiarism, copyright and fair use, how to conduct effective searches, how to evaluate sites for accuracy and bias, as well as computer and Internet History. Students will use communication and collaboration tools in class such as blogs, wikis, Edmodo, Google Apps for Schools and discussion boards. They will create products using common productivity tools, Google Apps for Schools, Microsoft Office 2010 software and other web-based applications. 8th grade students will complete an Educational Development Plan (EDP) of which students will add to and modify during high school.

Courses and Descriptions *High School*

As determined by the State of Michigan, students in high school must earn 23 credit hours in various core and academic and elective subjects in order to graduate. If the student fails a course then they must retake it for credit. Arrangements for retaking a class can be made with the administration. Madison Academy requires 25 credit hours as described below.

Madison Academy's Personal Curriculum (PC) Requirements

The Personal Curriculum (PC) is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. If the PC is requested, the Academy will grant the request based on the process below.

Types of Modifications

- Enrichment beyond the academic credit requirements
- To modify the Algebra II requirement
- To modify the requirements in ways "not otherwise allowed" for transfer students
- To modify the requirements in ways "not otherwise allowed" for students with Individual Education Plans (IEP's)

Personal Curriculum Process

The parent, school personnel, student age 18 or older, or emancipated student requests a PC.

- The PC team meets (student, parent, counselor or designee, and teacher(s) who currently teaches the student or has expertise in the content being modified). The PC team reviews student information, performance data, and supports – including the EDP – and decides whether to recommend a PC. The PC team develops measurable performance goals for modifications and methods to evaluate the achievement of those goals.
- The PC team writes an agreement and gets sign-off from the superintendent or lead administrator and the parent or legal guardian (or emancipated student).
- The PC is implemented.
- The parent, legal guardian or emancipated student monitors progress through quarterly communication with each teacher of the modified content area. If revisions to the PC are needed, the PC team reconvenes and makes revisions using the same process.
- The student is awarded a diploma upon completing all PC requirements.

Michigan Merit Curriculum **High School Graduation Requirements**
MATHEMATICS* - 4 Credits
Algebra I* Geometry* Algebra II* One math course in final year of high school
ENGLISH LANGUAGE ARTS - 4 Credits
English Language Arts 9* English Language Arts 10* English Language Arts 11** English Language Arts 12**
SCIENCE - 3 Credits
Biology* Chemistry* and one additional science credit
SOCIAL STUDIES - 3 Credits**
* U.S. History and Geography* * World History and Geography* .5 credit in Civics* .5 credit in Economics*
PHYSICAL EDUCATION & HEALTH - 1 Credit (.5 for each)**
VISUAL, PERFORMING AND APPLIED ARTS* - 1 Credit
ONLINE LEARNING EXPERIENCE* **Course, Learning or Integrated Learning Experience**
LANGUAGE OTHER THAN ENGLISH - 2 Credits**

Graduation Requirements

1. Carnegie Unit: A Carnegie Unit is a unit of work at the high school level equivalent to a minimum of 120 hours of instruction. It is the amount of credit given by Madison Academy for satisfactory performance in a subject taken one class period five times a week (or equivalent time earned in a block schedule) for a full school year.

2. Semester Credit: A Semester Credit is equal to half (1/2) a Carnegie Unit. Madison Academy gives ½ (.5) semester credit for a satisfactory performance in a subject taken one class block, for one Semester. One Semester is equivalent to ninety (90) days of instruction. Credit will not be awarded for less than 77 days attended per class per Semester. Any appeals of the 77 day rule must be made to the Board of Directors.

3. Academically capable students will be encouraged to participate in classes of advanced Mathematics, Science, English, Social Studies, and recommended electives in their chosen pathway whenever provided as a viable option.

4. All students will attend school full time. Two Semesters of attendance is required. To graduate and participate in graduation exercises, a student must meet graduation requirements set by the Board and attend Madison Academy as a full time student during the 2nd semester of his/her senior year.

5. Credits: Credit toward graduation requirements may be earned through: Virtual Learning (internet courses); approved summer school programs; or from accredited correspondence/online courses approved by administration but not mentioned in the preceding statement All courses completed in this manner must be approved in advance by the school counselor or principal with a letter of approval placed in the student's cumulative record. All grades earned will count toward the student's grade point average based on a 4.00 (A) system. (An exception to this rule is dual-enrollment classes taken just for college credit.) Certificate of Attendance - Any senior, attending full time for two (2) semesters, but failing to complete the required credits, may opt to receive a certificate of attendance. They may not participate in the graduation ceremony. A student who must return to Madison Academy beyond the 8th semester to meet graduation requirements need not meet the full time attendance rule. Students who wish to repeat a course in which they previously received a grade of 1.7 (C-) or less may do so with parental permission. The student can improve his letter grade but will only be allowed credit for taking the class one time. The student's cumulative grade point average shall reflect the most recently earned grade for the class. A grade of "F" cannot be changed and will remain on the final transcript.

6. Drop and Add: A period of drops and adds will occur at the beginning of each of the year. This will last only for a maximum of one week. After this period ends, a student will be allowed to drop only if educational reasons are presented and approved by the principal. Such changes are detrimental to the overall educational program and will not be permitted except when extenuating circumstances exist. A poor working relationship between student and teacher shall not be considered such an extenuating circumstance.

7. Requirements: A minimum of twenty-three (23) credits and Eight (8) semesters of attendance is required by Madison Academy (grades 9-12 inclusive). All students in order to graduate from Madison Academy with a Diploma of Graduation must successfully complete the following courses or equivalent as determined by Committee.

High School Course Descriptions

English

English 9: This course provides an introduction to high school reading and writing. Using classic pieces of literature such as *The Odyssey*, *Romeo and Juliet*, and *Of Mice and Men*, this class will provide students with the skills necessary to succeed in the analytical, critical writing and reading comprehension required by a rigorous high school curriculum.

English 10: This course focuses on the literary traditions of American culture. Reading T*he Crucible*, *A Raisin in the Sun*, *Hamlet*, and *Lord of the Flies* require students to think deeply about themes such as authority, poverty, racism, freedom and the American spirit. Challenging literary response essays ask students to reflect on their thoughts concerning the aforementioned themes.

English 11: This course focuses on British literature through the course of time and requires students to think critically and respond to complex themes and ideas. Rigorous writing assignments accompany each piece of literature. In addition, it covers Shakespeare's *Hamlet*, stories from *Canterbury Tales*, and "Beowulf."

English 12: This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors. Adding an extra dimension to the British literary experience, this course also exposes students to world literature.

Mathematics

Algebra 1: Algebra 1 covers includes topics such as: arithmetic and evaluation of expressions involving signed numbers, exponents, and roots; properties of real numbers; absolute value;

equations and inequalities involving absolute value; scientific notation; solution of equations in one unknown; solution of simultaneous equations; the algebra of polynomials and rational expressions; functional notation and functions; probability.

Geometry: Geometry covers the basic tools of constructing geometric shapes. Students will explore the characteristics of a variety of geometric figures. They will learn to use reasoning and write proofs. In addition, they will learn to calculate surface area and volume.

Algebra 2: Students will continue to explore the basic tools of Algebra. Study of functions, graphs, and equations, linear systems, and matrices will be developed. Functions dealing with polynomials, rational, logarithmic and exponential will be covered. The study of basic probability, statistics, and trigonometry will be introduced.

Statistics: This course explores various number relationships and functions. Trigonometric functions, graphs, and equations will be introduced. In addition, additional study of statistics and data analysis along with an introduction to calculus will be covered. This course will also incorporate a study careers that apply the various skills that will be explored.

Social Studies

American History (U.S. History): This class will explore the history from the end of the 19th Century to the contemporary United States. Students will examine the complex timeline of events, social and economic trends, wars and political issues that shaped the modern fabric of the United States. Major events that will be analyzed are the Industrial Revolution, Progressives, World War I, The Depression, World War II, The Cold War, Civil Rights, and Current Events.

World History: This class will explore world history and geography. Students will examine the classical world, growth and spread of religion, communication, trade and cultural exchange of the world to 1500, the emergence of the Global Age in the 15th to 18th centuries, Global Revolutions, Global Crisis and Achievement of the 1st half of the 20th century, the Cold War and its aftermath, and contemporary global issues.

Civics/Economics: Emphasis is placed on the basic skills necessary for learning to become educated and active citizens in society. The focus is on the history of government and how it has shaped it into what it is today. Students will learn how the government works in a democratic society. They will see how governmental decisions affect the economy and everyday life. In addition, they will learn what role they play as citizens in government. Students will briefly look at our role and effect in the world. They will also explore the basic fundamentals of economics in today's society.

Science

Anatomy & Physiology: Anatomy and physiology will be a writing-intensive course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, textbook material, models, diagrams, journal writings, and four major papers. Each of these papers will be explaining the cause and effect of one system of the body on another (i.e. what role the central nervous system plays on the respiratory system). Lectures and activities will emphasize topics related to human anatomy and physiology. Students will be required to participate in all lectures and activities. Students are required to read journals and medical articles. Class time will be used to reinforce concepts through discussion, labs and research. Students will be required to keep one organized composition notebook used for notes and vocabulary. Tests will include all materials discussed or assigned both in and out of class. Quizzes will be every other Friday.

Biology: Students will explore the science of living things. Topics include the chemical basis of life, cell structure and function, genetics, biological diversity, ecology, and a survey of living organisms. Microscopic study of cells, and microorganisms, and animal dissection are included. Each year, less time will be spent on prerequisite knowledge, allowing more time for more core knowledge integration.

Chemistry: This course is a comprehensive look at the structure, states, and interaction of matter with an emphasis on atomic theory. It also examines the mathematics of chemical equations. Laboratory experiments are regularly included to give first-hand experience with chemical behavior, and to develop basic laboratory skills.

Earth Science: This course is a comprehensive study of the physical aspects of the earth and atmosphere, which includes astronomy, climatology, environmental science, geology, meteorology and oceanography.

Foreign Language

Spanish 1: This course will introduce students to the most commonly used vocabulary and grammar structures so that they can begin to communicate in Spanish. Students will gain exposure to the language through reading and listening, using a variety of sources. They will practice communicating through writing and speaking, with an emphasis on speaking. Students will learn to conjugate verbs in the present tense and some verbs in the preterite tense. Basic habits and study skills that are important while learning a language such as memorization techniques, correct use of a dictionary, use of online resources, etc. will also be introduced and practiced.

Spanish 2: This course begins with a complete review of grammar and vocabulary introduced in Spanish 1. They will then continue to practice understanding and interpreting the language through more complex readings and listening exercises. They will be able to express themselves at a more advanced level in the target language through writing and speaking, with a heavy emphasis on speaking. Additional verb tenses will be studied, as well as more advanced grammar structures and vocabulary. Throughout the course, they will have the opportunity to investigate culture topics as well.

Electives

Distance Learning: To fulfill the Michigan Merit Curriculum requirement for online learning experience, each student will be expected to complete an online educational course, which could include an elective course not offered at Madison; or a remedial course to supplement an academic or elective course offered at Madison, for which the student may need additional support for successful completion. The course of study must be approved by the teacher, counselor, or administration, in order to be considered for credit. This course will also include online ACT Test Prep, helping students prepare for the ACT/MME testing which will take place in the spring.

Math MTSS: Using a differentiated and multi-age grouping approach, the MREL will provide recovery for Pre-Algebra, Algebra 1, and Geometry . In addition, extension for advanced students will take place in the same groupings. A provision of additional instruction and small-group support will enable both extension and recovery efforts to be more individualized and increase in efficiency.

ART ELECTIVES

Introduction To Art: An introductory level class. Become familiar with concepts of design elements and principles through hands-on experience with assorted materials. Explore the culture, historical, and vocational aspects of art. This course is a requirement for all students.

Art 2 (Art History II Impressionist - Modern and Three Dimensional Representations):
Using a historical approach to explore three-dimensional representations in art, students will develop an understanding of vocabulary, philosophical movements, and sociological impact across the identified time period. Students will create original three-dimensional pieces in the various styles of artists, movements, and regions. Developing a digital portfolio and authoring a journal for the duration of the class will be included in the assignments for the course. Students will be "commissioned" by the Academy to create a piece of art that will remain with the Academy.

Art Appreciation: In this course the students will create art that they will appreciate and art that will express themselves: Family Tree, Who they want to be, Favorite artist.

Visual Arts: Students will be instructed in the materials and skills necessary to explore their personal stories through art. We will draw, paint, sculpt and use mixed media in our attempts to describe life and pursue art for life's sake. This is your chance to tell your story, the story of your generation, history, culture, and interests through art.

Drawing/Drafting: This class teaches basic painting skills of perception and technical skills of composition, sightings, use of grids, and in perspectives. The study of art from various artists, countries, eras, art criticism, and aesthetics will be included in their studio work. Students will review elements of art and principles of design.

Drawing: An introductory level class. Become familiar with concepts of design elements and principles through hands-on experience with assorted materials. Explore in-depth different drawing styles such as comic strips, anime, landscapes scenes, famous portraits, and architecture. This course is a requirement for all students.

MUSIC ELECTIVES

Music Appreciation: Music Appreciation is a class centered on learning the fundamentals of music. Students will learn: music room expectations, how to care for instruments, how to play instruments, where American music comes from, music theory, music composition and important information for future music classes.

Modern Music: Modern Music is a class focusing on American Music, it's influence on culture, and how we got from 1850-2000 musically. Students will learn about historically valid musicians and their styles/genres, American cultures and why they exist, how to play 3 styles of music from each decade from 1850-2000, how to write, transcribe and read/play music, basics in music theory and composition and what to listen for in identifying styles/genres of music.

Percussion Techniques: Percussion techniques will focus on primarily percussion instruments, the techniques required to be able to facilitate the instruments, and playing in an ensemble setting. Students will learn hand and foot coordination, how to read rhythms, syncopation, multiple percussion instruments, marching percussion and how to play/work together in an ensemble setting.

Performance Band & Choir: Performance Band & Choir is centered on performing for school events. It encompasses Marching band, concert band, pep band, holiday and parade performances. It relies on student participation/attendance for all performances. Performance dates will be given first month of school. Students will learn Marching/Pep Band repertoire, marching techniques and procedures, instruments we will play in our setting, how to play in an ensemble and discipline and dedication.

DJ Workshop: DJ Workshop will focus in on DJ techniques. Students will learn how to make songs clean, make individualized mixes, make a playlist, DJ live events and learn how to make it in the real world of music. Performances will be during school and after school.

ENGLISH & SOCIAL STUDIES ELECTIVES

Geography, Current Events, and History through Media: Using a variety of media, students will explore historical events and explore their historical basis, economic significance, geographic connections, and sociological and political implications. These explorations will be the basis for project-based summaries and projections presented in group and individual formats using varied media. Projects will utilize distance-learning technologies and focus on peer-education as well as the development of visual and audio presentations.

World Civilizations: The primary part of learning about world civilizations is understanding how the history of the world connects, intersects, and impacts with today's world. In order to do this, students need to be able to think like historians; they need to look for and analyze the whys and hows of history. In the coursework, students will learn the core concepts of civilization, how a civilization develops, spreads, and, sometimes, falls.

Drama in Literature: Using literature as a basis, students will explore basic components of drama and types of productions. An exploration of varied presentations of the same material and the staging methods used to convey similar themes with different intent and results will be a focus. Students will develop and stage their own versions of literary works.

Great Books: In this class we will be reading multiple books/short stories/poetry from multiple genres. While reading these books we will have class discussions throughout class time and generate questions about the text as we read. We will go deeper into the stories by analyzing their meanings and answering more advanced questions related to the stories. This class will help students "go deeper" into the literature they are exposed to in high school by giving them usable tools and methods to do so. They will learn how to go beyond the surface of literature. Students will learn how to support their ideas from the text by using information directly from the text in order to strengthen their skills when writing essays. This will be a great continuation of 9th and 10th grade composition courses in that many of those students understand the structure of an essay but lack the analysis and critical thinking to produce impressive content in their essays. Students will analyze poetry and short stories during the course. This class will assist students in developing insight and deeper thoughts while reading. As an aside, the instructor has been known to have great fun and humor while having serious literary conversation.

College Prep: Seniors will prepare for college in finishing their Educational Developmental Plans (EDP). This college preparatory course is also designed to further the student's mastery of writing, reading, and speaking skills. Students will develop a greater awareness of language, literature, and writing through literature analysis, discussion and the writing of critical essays.

Statistics: Students in this course study how to collect, organize, analyze, and interpret numerical information. The content of this course will include: random samples and graphs, measures of central tendency, variation, standard deviation, theory, binomial probability distribution, normal distributions, sampling distributions, estimation, hypothesis testing, regression and correlation.

Creative Writing: Creative writing courses expose students to a variety of types of writing and provide them with opportunities to create their own works. Creative writing majors often take courses focusing individually on fiction, poetry, playwriting, screenwriting and nonfiction.

Research Writing: Students will practice the skills necessary to complete thorough research and generate a 5-paragraph essay. Skills that will be practiced throughout the course include: generating questions about issues of interest, focusing their research, creating hypotheses, evaluating and selecting appropriate sources, synthesizing and evaluating research findings, drawing conclusions, presenting their findings, and editing/revising their work. Habits of organization, collaboration, inquiry, and others will be practiced throughout this process.

SAT Prep: This class is offered in both English and Math. The students will cover materials and content that they missed or lacked in current assessments. Core content will be recovered and assessed to ensure the students retained the information. Testing skills will also be covered and practiced during the courses as well.

College Prep: Students taking this one-time course will be searching for colleges that best fit their needs. They will also be applying for several scholarships throughout the course and building knowledge for their future placement.

Current Events: Using a variety of media, students will explore current events with a global perspective, including their historical basis, economic significance, geographic connections, and sociological and political implications. These explorations will be the basis for project-based summaries and projections presented in group and individual formats using varied media.

Reading Skills and Strategies: Designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, this course's primary content strands aid students to success. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

PHYSICAL EDUCATION ELECTIVES

Physical Education/Health: Gym and health are taught in combination with each other. Students will learn the fundamental rules of both team games, as well as individual games. They will learn about the importance of physical activity. Health units will focus on nutrition, making healthy lifestyle choices, the dangers of alcohol and drug use. In addition, sexual education will be taught.

Total Body Training: This class consists of dynamic, full-body strength and cardio workouts. Resistance trainers, barbells, dumbbells, free weights and your own body weight challenge you to increase your strength and stay fit for a lifetime.

Total Body Sculpt: This class consists of dynamic, full-body strength and cardio workouts. Resistance trainers, barbells, dumbbells, free weights and your own body weight challenge you to increase your strength and stay fit for a lifetime.

Team Sports: This co-ed class will provide the student with the opportunity to improve and/or learn new team sport athletic skills. Students will learn sportsmanship, rules, strategies, and refine motor skills at a competitive level in several of the following areas: football, soccer, softball, basketball, volleyball, and skill activities.

Advanced Placement and Online Courses

AP Biology: The course design supports the AP Biology Curriculum Framework. The content focuses on living systems and their connections to everyday life. The curriculum framework provides students with the opportunity to investigate the practical application of biology as well as the connections to other natural, human, and social sciences. Through inquiry-based activities and laboratory investigations, students explore the components of life, from molecules to ecosystems.

AP English Literature and Composition : An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The college composition course for which the AP English Language and Composition course substitutes is one of the most varied in the curriculum. This course is designed to be highly teacher facilitated. Instructors give a great deal of specific and timely feedback. Students have opportunities for oral examinations, discussions, and message board participation. Teachers conduct synchronous Adobe LiveLesson sessions, which require critical thinking and analysis. Student assessment occurs at a variety of levels throughout the lesson and course. Students

are assessed via oral assessment and other synchronous sessions. Course assessment types include student assessed work, auto-graded quizzes, partially auto-graded, and totally instructor-graded assessments.

AP Psychology: AP Psychology is a yearlong college level course providing students an overview of the development of human behaviors and thoughts. Along with preparation for the AP Psychology exam, the goals of this course are to immerse students in modern psychological investigation techniques, to accentuate the ethics and morality of human and animal research, and to emphasize scientific critical thinking skills in application to the social sciences. Psychology is a diverse social and biological science with multiple perspectives and interpretations, each with their own strengths and weaknesses. While every individual may not agree with every approach, a comprehensive introduction to psychology will expose the major theories so each individual may clarify their own eclectic perspective. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. In this yearlong course, students will be expected to understand objective, empirical methods of collecting and interpreting data, make meaningful interconnection between disparate concepts and analyze, evaluate and critique thematic perspectives. This college level course will expand your knowledge, challenge your mind and, at times, actually be entertaining! It will help you to better understand yourself and those around you.

AP U.S. Government and Politics: Advanced Placement U.S. Government and Politics is a college level course designed to give the student an analytical perspective of government and politics in America. Course content will begin with foundations of United States Government, progress into an analysis of political beliefs and why Americans behave as they do and the impact of the media. This course includes an intensive focus on the four government institutions followed by a study of civil rights and civil liberties in America, their evolution through judicial interpretation and the evolving role of the 14th amendment on American's civil rights and liberties. The course will culminate with a breakdown of how public policy is created and the linkages between the political process, political parties, interest groups and elections. The course requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students will gain knowledge through a variety of theoretical perspectives and explanations. Student assessment occurs at a variety of levels throughout the course. Students are assessed via oral examination and other synchronous sessions. Actual course assessment types include student assessed work, auto-graded, partially auto-graded, and totally instructor graded assignments. This course is designed to be highly teacher facilitated. Instructors give a great deal of specific and timely feedback. Students have opportunities for oral examinations, discussions, and whiteboard sessions. Teachers conduct synchronous illuminate sessions, which require critical thinking and analysis of articles, tables, data, free response questions, and general discussion.

Drawing: This art course is an introduction to the fundamentals of drawing and focuses on the elements and principles of art, linear perspective, proportion and composition.

French 1: In this course, students learn the basic French language. After one semester, students will be able to engage in conversation in French including greeting people, introducing themselves and exchanging basic information with others. Students learn to count from one to 1,000 and make simple sentences in both spoken and written French. Students continue to develop their French skills in semester two. New words and phrases are introduced with pictures, audio clips and examples. Students learn basic French grammar to help them build fluency and understand the structure of the French language. Students have many opportunities to practice what they learn through interactive practice activities in the form of games, written practice and listening and speaking exercises. Students also explore the cultures of France, Canada and other French-speaking regions by learning about geography, food, celebrations and traditions from each place.

French 2: French 2 students are immersed in the French language and culture. This course is full of engaging and interactive videos, dialogs, presentations, self-checks and much more! The purpose of this course is to further develop the French communicative skills of listening, speaking, reading and writing. In French 2, students will broaden their French vocabulary and knowledge of grammar. Students will also experience the beauty and expressiveness of the language that is shared by different people and cultures throughout the world.

Personal & Family Finance: How do our personal financial habits affect our financial future? How can we make smart decisions with our money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students will learn more about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Study Skills: This course is designed to help students master themselves and their ability to study, learn and retain information in a manner that most aptly fits their learning style. Students will discover their learning style, learn how to use time effectively, learn listening skills and learn tips for taking better notes.

Audit Class BOARD VERSION

Students can choose to audit one class during their high school tenure. Credit will be given for the class and count toward graduation requirements. Students auditing a class will be given a "pass" on their transcript if they earn a D– or better in the course. The credit will not impact grade point average. However, if the class is "failed," an "F" will be entered on the transcript and calculated into the cumulative grade point average. Not all colleges and employers recognize an audited class as a class taken. A course audit application is available in the counseling office (TO BE DEVELOPED). Students must have a cumulative GPA of 3.0 entering their Senior Year

to apply for an audit class. The student must declare a desire to audit a class during the first week of the course and may only choose from an approved list of courses. A student may only remain in an audited course so long as their behavior is not deemed a distraction by administration. Removal from a course will result in a "failed" grade.

Math Program – Acceleration or "Doubling Up"

In order to accelerate his/her math program, a student may elect to enroll in two math courses simultaneously. The following criteria must be met in order to do so:

1. Earn semester grade of B or better in previous math course
2. Carry a cumulative GPA of 3.0 or better in all classes
3. Obtain written permission from most recent math instructor
4. Obtain permission from the Committee

Math Program – Learning for Mastery

The new Michigan Merit Curriculum requires that all graduates, beginning with the class of 2011, must successfully complete eight Trimesters of mathematics through Algebra II. In order to meet this very high standard, we must insure that students are mastering the content standards in mathematics before moving to the next level. For this reason, a student who fails a math course will be required to re-enroll in that course. If necessary, a student may enroll in simultaneous math courses to complete his/her graduation requirements on time.

PE Waiver:

To qualify for a 0.5 credit waiver, a student must have participated in 3 seasons of JV or Varsity sports.

Dual Enrollment

There are qualifying requirements that must be met in order to Dual Enroll. Please see the high school counselor for more details. To qualify for a 0.5 credit waiver, a student must have participated in at least 3 seasons of JV or Varsity sports.

Genesee Career Institute (GCI)

Beginning in the fall of 2010, courses at the GCI Technology Center were made available to Madison students. A brochure of available courses is available through GCI, Madison, or can be found on the internet at http://www.gasctech.us/. Applications for Technology Center courses are available through GCI, downloaded from their website, or at the high school counseling office, and can be returned to either GCI or Madison for processing. Students will not be responsible for course content for their GCI classes that meet concurrent with Madison classes, however, their class schedule will be adjusted to ensure that they attend core academic classes for the duration of their tenure at the technology center. Starting in the 2015-2016 school year, students who attend the GCI must meet the program level requirements set by the GCI, be on track for graduation, and demonstrate proficiency in district testing.

Madison Academy's Personal Curriculum (PC) Requirements

The Personal Curriculum (PC) is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modification to a student's graduation requirements needs to be consistent with this purpose. The high school diploma is documentation that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified MMC requirements and/or content expectations based on the individual learning needs of a student.

It is important to understand when it may be appropriate to use a personal curriculum (PC) option to modify the Michigan Merit Curriculum (MMC) requirements.

State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more Math, Science, English Language Arts, or World Language credits
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an Individualized Education Plan.
- Modify credit requirement for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

The personal curriculum option allows the board of a school district or public school academy to award a regular high school diploma providing the student completes the requirements of the PD, including as many of the content expectations of the MMC as practicable (MCL 380.1278 a) and allows several flexible learning options, including:

- For any student, earning additional credit in specific subject areas and counting these credits toward meeting the state requirements.
- For students challenged with meeting Algebra II expectations, adjusting mathematics requirements.
- For students with an IEP, allowing modifications of the MMC necessary to demonstrate proficiency.
- For students transferring to a district from out of state or from a nonpublic school, modifications of requirements under limited conditions.

A personal curriculum may be appropriate for a student who has demonstrated one or more of the following:

- The ability or desire to access advanced or specialized content that cannot be met through electives (e.g. district lacks the resources to provide the course/content, or schedule does not allow student to access district offering).
- The ability to succeed in accelerated or advanced math, science, English Language Arts, or World Languages.
- The academic need to reduce the Algebra II credit requirement from 1.0 to 0.5 credits.

For a student with an IEP:

- A documented need to make modifications because of the student's disability affects access to and/or demonstration of proficiency in the curriculum.
- Lack of progress on the MMC despite documented interventions, supports, and accommodations.

For a transfer student:

- Transferring from out of state or from a nonpublic school after successful completion of the equivalence of two years of high school credit.

Prior to considering personal curriculum modifications as a course of action for any student, educators must make every effort to help the student meet the requirements of the MMC using what is commonly known as Multi-tiered System Support (MTSS) or varied and credible strategies such as Integrated and differentiated instruction, interventions and support, spiraled curriculum, online learning, work-based learning, project-based, flexible scheduling, peer coaching, adult mentoring, electives, and college credit opportunities.

While every request to modify a student's graduation requirements shall be considered, the Academy may deny a personal curriculum request if:

- The request does not comply with state statute.
- Other options for meeting the student's education needs have not been documented.
- It is not the best interest of the student.
- The members of the PC development team cannot reach an agreement.

Motivations should be made in such a way as to support meeting most or all of the content expectations where possible keeping in mind the following questions:

- How much high school content mastery is necessary to meet or exceed MME performance standards?
- What knowledge and skills are necessary to be considered "college ready" based on the ACT?
- How will modifying expectations affect early access to the Michigan Promise Scholarship?
- How much content is sufficient to ensure that the student is prepared for postsecondary success?

In addition to identifying content or credit modifications, the PC must:

- Align with the EDP, post-secondary goals, and the IEP.formats. In this full- year course, students develop a mastery of reading, writing, and language arts skills.
- Establish measurable goals.
- Provide the method to evaluate whether the student meets the goals.
- Include quarterly communication of progress with parent(s).

There are no modifications to credit requirements allowed in the following areas (exceptions may apply for students with an IEP or transfer students):

- English language arts, science, world languages, civics/government, and online learning experience.

The personal curriculum (PC) process demands the involvement of many people and should be used only after other options, like the use of supports have been exhausted. At the Academy, the PC process shall include the student, parent/legal guardian, counselor, school principal designee, school psychologist (if available for a student with an IEP), teacher(s), with content expertise, assistant superintendent, director of improvement & accountability and district superintendent.

Step 1: Parent, student, or school personnel request a personal curriculum (PC). Request is reviewed to determine if modifications are consistent with state and district policy.

Step 2: The PC team meets and:

- Reviews the EDP, student information, performance data, supports and interventions already implemented, and decide whether to recommend a PC.
- Analyzes student needs and MMC content to determine appropriate modifications.
- Determines how much of MMC content is practicable.

- Develops measurable performance goals and evaluation standards aligned to the goals for student success.
- Provides methods for evaluation progress.
- Confirms alignments with EDP goals.

Step 3: PC team writes agreement and gets sign-off from superintendent or chief executive, parent, and student.

Step 4: PC is implemented.

Step 5: Parent monitors progress through quarterly communication with each teacher of modified curriculum area. If revisions are needed, PC team reconvenes and revised using the same process.

Step 6: The board or local school district or public school academy may award a diploma to students completing all requirements of a PC.

Madison Virtual Academy

*These courses were approved by the Board of Education and purchased through Edgenuity.

English Language Arts

Common Core ELA 6: This course eases students' transition to middle school with engaging, age-appropriate literary and informational reading selections. Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts and explore a full unit on Lewis Carroll's classic novel *Through the Looking Glass*. Vocabulary, grammar, and listening skills are sharpened through lessons that give students explicit modeling and ample practice. Students also engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

Common Core ELA 7: Students grow as readers, writers, and thinkers in this middle school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel White Fang and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process- based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative formats. In this full- year course, students develop a mastery of reading, writing, and language arts skills.

Common Core ELA 8: In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational texts engage students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative to provide each student with a learning experience equivalent

to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP® Psychology exam.

Common Core ELA 9: This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's The Odyssey, Shakespeare's Romeo and Juliet, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

Common Core ELA 10: Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty- first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

Common Core ELA 11: This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

Common Core ELA 12: This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Literacy & Comprehension 1: This course is one of two intervention courses designed to support the development of strategic reading and writing skills. These courses use a thematic and contemporary approach, including high- interest topics to motivate students and expose them to effective instructional principles using diverse content area and real-world texts. Both courses offer an engaging technology-based interface that inspires and challenges students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at

improving fluency and vocabulary, self- evaluation strategies built into these courses inspire students to take control of their learning.

Literacy & Comprehension 2: Offering high-interest topics to motivate students who are reading two to three levels below grade, this course works in conjunction with Literacy & Comprehension I to use a thematic and contemporary approach to expose students to effective instructional principles using diverse content area and real- world texts. Each of these reading intervention courses offers an engaging, technology-based interface that inspires and challenges high school and middle school students to gain knowledge and proficiency in the following comprehension strategies: summarizing, questioning, previewing and predicting, recognizing text structure, visualizing, making inferences, and monitoring understanding with metacognition. Aimed at improving fluency and vocabulary, self- evaluation strategies built into these courses inspire students to take control of their learning.

Introduction to Communications and Speech: Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

Expository Reading and Writing: This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction, poetry, and drama. The focus of this course will be on expository and persuasive texts as well as the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Abraham Lincoln, Cesar Chavez, Martin Luther King Jr., Langston Hughes, Julia Alvarez, Edna St. Vincent Millay, and Gary Soto.

IDEA Writing: Motivating students in grades nine through twelve to become more articulate and effective writers, this one-semester course offers hands-on experience writing personal reflections, definition essays, research essays, persuasive essays, informative essays, and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students get further practice applying the grammatical rules of standard American English in formal writing.

Classic Novels & Author Studies: The Classic Novels mini-courses give students the opportunity to fully explore a large work of fiction or to be introduced to a celebrated author. Designed to stand alone or to be inserted into an existing Edgenuity course, each mini-course guides students through the work with lectures, web activities, journals, and homework/practice. Students study the following novels: 1984, A Midsummer Night's Dream, Call of the Wild, Dr. Jekyll and Mr. Hyde, Heart of Darkness, Jane Eyre, Macbeth, Mrs. Dalloway, Portrait of the Artist, Robinson Crusoe, The House of Seven Gables, The Red Badge of Courage, and The Three Musketeers along with the following author studies: Jorge Luis Borges and Flannery O'Connor.

Language Arts 9 Honors: This freshman honors English course invites students to explore a variety of diverse and complex texts organized into thematic units. Students will engage in literary analysis and inferential evaluation of great texts, both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, honors students will master comprehension, use evidence to conduct in-depth literary analysis, and examine and critique how authors develop ideas in a variety of genres. Interwoven throughout the lessons are activities that encourage students to strengthen their oral language skills, research and critically analyze sources of information, and produce clear, coherent writing. In addition to activities offered to students in core courses, honors students are given additional opportunities to create and to participate in project-based learning activities, including writing a Shakespearian sonnet and creating an original interpretation of a Shakespearian play.

Language Arts 10 Honors: This sophomore-year honors English course provides engaging and rigorous lessons with a focus on academic inquiry to strengthen knowledge of language arts. Honors reading lessons require analyzing complex texts, while concise mini-lessons advance writing and research skills to craft strong, compelling essays and projects. Students will write argumentative and analytical essays based on literary texts, as well as an informative research paper using MLA style. Throughout the course, students read a range of classic and contemporary literary texts. Students will read and analyze complex informational and argumentative texts.

Mathematics

Common Core Math 6: This course begins by connecting ratio and rate to multiplication and division, allowing students to use ratio reasoning to solve a wide variety of problems. Students further apply their understanding of multiplication and division to explain the standard procedure for dividing fractions. This course builds upon previous notions of the number system to now include the entire set of rational numbers. Students begin to understand the use of variables as they write, evaluate, and simplify expressions. They use the idea of equality and properties of operations to solve one-step equations and inequalities. In statistics, students explore different graphical ways to display data. They use data displays, measures of center, and measures of variability to summarize data sets. The course concludes with students reasoning about relationships among shapes to determine area, surface area, and volume.

Common Core Math 7: This course begins with an in-depth study of proportional reasoning during which students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multi-step equations and inequalities. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects. The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures.

Common Core Math 8: The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations and apply this knowledge to create linear functions that can be used to model and solve mathematical and real-world problems. Technology is used to build deeper

connections among representations. Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruence and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean theorem, distance, and volume.

Pre-Algebra: This full-year course is designed for students who have completed a middle school mathematics sequence but are not yet algebra- ready. This course reviews key algebra readiness skills from the middle grades and introduces basic Algebra I work with appropriate support. Students revisit concepts in numbers and operations, expressions and equations, ratios and proportions, and basic functions. By the end of the course, students are ready to begin a more formal high school Algebra I study.

Common Core Algebra I: This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students' understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

Common Core Geometry: This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines and cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Common Core Algebra II: This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical

practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Mathematics I: The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.

Mathematics II: This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right- triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

Mathematics III: This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the fundamental theorem of algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the laws of sines and cosines. Finally, students model an array of real- world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

Precalculus: With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

Statistics and Probability: This full year high school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. The first half of the course begins with an in-depth study of probability and an exploration of sampling and comparing populations and closes with units on data distributions and data analysis. In the second half of the course, students create and analyze scatter plots and study two-way tables and normal distributions. Finally, students apply probability to topics such as conditional probability, combinations and permutations, and sets.

Mathematical Models with Applications: Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

Financial Math: Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

Trigonometry: In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right-triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the laws of sines and cosines, followed by an in-depth exploration of trigonometric identities and applications. This course ends with an introduction to the polar coordinate system, complex numbers, and DeMoivre's theorem.

Algebra I Honors: This full-year honors course introduces students to linear, exponential, and quadratic functions by interpreting, analyzing, comparing, and contrasting functions that are represented numerically, tabular, graphically, and algebraically. Technology is utilized within some lessons to further support students in identifying key features as well as displaying images of the functions. The course builds upon the basic concepts of functions to include transformations of linear and non-linear functions. Students deepen their understanding of quantitative reasoning, piecewise functions, and quadratic functions through performance tasks. The additional performance-based skills allow the honors students to apply more of the concepts taught in the course. The course concludes with students analyzing data through displays and statistical analysis.

Algebra II Honors: The course begins with a review of concepts that will assist students throughout the course, such as literal equations, problem solving, and word problems. Students then progress to a unit on functions where students compute operations of functions, compose of functions, and study inverses of functions. To build on their algebraic skills, students learn about complex numbers and apply them to quadratic functions via completing the square and quadratic formula methods. Next, students solve linear systems and apply their knowledge of the concept to three-by-three systems. An in-depth study on polynomial operations and functions allow students build their knowledge of polynomials algebraically and graphically. In the second semester, students study nonlinear functions. Students solve and graph rational and radical functions whereas the exponential and logarithmic functions focus on the key features and transformations of the functions. Expected value and normal distribution concepts expand and deepen students' knowledge of probability and statistics. Students also cover trigonometric functions and periodic phenomena.

Science

MI-Grade 6 Physical Science: This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

MI-Grade 7 Life Science: Examining a broad spectrum of biological sciences, Life Science is a full-year course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex, overarching biological themes. The course includes units that help students understand the definitions, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

MI-Grade 8 Earth Systems Science: Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

MI-Biology: This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

MI-Chemistry: This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

MI-Earth and Space Science: Students enrolled in this dynamic course explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces

that have shaped and changed our planet. As climate change and energy conservation become increasingly prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that provides a solid foundation for understanding the physical characteristics that make the planet Earth unique and examines how these characteristics differ among the planets of our solar system.

Physical Science: This full-year course focuses on basic concepts in chemistry and physics and encourages exploration of new discoveries in the field of physical science. The course includes an overview of scientific principles and procedures and has students examine the chemical building blocks of our physical world and the composition of matter. Additionally, students explore the properties that affect motion, forces, and energy on Earth. Building on these concepts, the course covers the properties of electricity and magnetism and the effects of these phenomena. As students refine and expand their understanding of physical science, they will apply their knowledge to complete interactive virtual labs that require them to ask questions and create hypotheses. Hands-on wet lab options are also available.

Physics: This full-year course acquaints students with topics in classical and modern physics. The course emphasizes conceptual understanding of basic physics principles, including Newtonian mechanics, energy, thermodynamics, waves, electricity, magnetism, and nuclear and modern physics. Throughout the course, students solve mathematical problems, reason abstractly, and learn to think critically about the physical world. The course also includes interactive virtual labs and hands-on lab options, in which students ask questions and create hypotheses.

Environmental Science: Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Social Studies

MI-Eastern Hemisphere Studies (grade 6): History and Geography, History and Geography Skills, Concepts of Culture, Concepts of Global Society, Concepts of Global Economics, Physical and Political Geography of Africa, Regional Studies, Physical and Political Geography of the Middle East, The Middle East, Physical and Political Geography of South and Southeast Asia, South and Southeast Asia, Physical and Political Geography of Central and East Asia, Central and East Asia, Geography of Australia and Oceania, Physical and Political Geography of Europe, Europe, The Early History of Africa and Asia, The Middle East, India and South Asia, Central and East Asia, Ancient Greece, Ancient Rome, The Development of Modern Nations, and Modern Issues.

MS World Cultures and Geography (grade 7): Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that

have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

MI-Integrated U.S. History (grade 8): Foundations of the United States, Industrialization and Business, Immigration and Urbanization, Populism and Progressivism, Imperialism and the Great War, The Interwar Years, Entering World War II, Fighting World War II, The Rise of the Cold War, Civil Rights, An Era of Cultural Change, The Contemporary Nation, and The Nation in a New Millennium.

MI-Government/Civics: This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays World History.

MI-World History: This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

MI-U.S. History: U.S. History I is a yearlong course that dynamically explores the people, places, and events that shaped early United States history. This course stretches from the Era of Exploration through the Industrial Revolution, leading students through a careful examination of the defining moments that shaped the nation of today. Students begin by exploring the colonization of the New World and examining the foundations of colonial society. As they study the early history of the United States, students will learn critical-thinking skills by examining the constitutional foundations of U.S. government. Recurring themes such as territorial expansion, the rise of industrialization, and the significance of slavery will be examined in the context of how these issues contributed to the Civil War and Reconstruction.

MI-U.S. History II: A yearlong course that examines the major events and turning points of U.S. history from the Industrial Revolution through the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they will study the impact of dynamic leadership and economic and political change on our country's rise to global prominence. Students will also examine the

influence of social and political movements on societal change and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and among multiple perspectives.

MI-Economics: This course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free- enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

Human Geography: Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

Modern World History: This yearlong course examines the major events and turning Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

World Language

Middle school

Spanish 1: Middle school students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

Spanish 2: Students in middle school continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and

writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

French 1: Students in middle school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

French 2: Middle school students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

Chinese 1: In this middle school course, students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

Chinese 2: Middle school students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

German 1: Middle school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

German 2: Students continue their introduction to middle school German with this second-year course by covering fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major German-speaking areas in Europe.

Latin 1: Students in middle school begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

Latin 2: Middle school students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

High school (Madison Virtual Academy)

American Sign Language 1: This beginning of this full-year course will introduce you to vocabulary and simple sentences, so that you can start communicating right away. Importantly, you will explore Deaf culture: social beliefs, traditions, history, values and communities influenced by deafness. The second semester will introduce you to more of this language and its grammatical structures.

American Sign Language 2: In this course, students will build on the skills they learned in American Sign Language 1 and explore the long and rich history of Deaf culture and language. They will expand their knowledge of the language as well as their understanding of the world in which it is frequently used. Students will grow their sign vocabulary and improve their ability to interact using facial expressions and body language. They will also learn current trends in technology within ASL as well as potential education and career opportunities

HS Spanish I: Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

HS Spanish II: High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, new vocabulary theme and grammar concepts, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

HS Spanish III: In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit

consists of themed vocabulary and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

HS French I: Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

HS French II: Students continue their introduction to French in this second- year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French- speaking areas across the globe, and assessments.

HS French III: In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

Chinese I: High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

HS Chinese II: Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

HS German I: High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

HS German II: Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

HS Latin I: High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

HS Latin II: Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

Advanced Placement

Calculus AB: This college-level, yearlong course prepares students for the Advanced Placement (AP) Calculus AB Exam. Major topics of study in this full-year course include a review of pre-calculus, limits, derivatives, definite integrals, mathematical modeling of differential equations, and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course utilizes a multi-representative approach to calculus with concepts and problems expressed numerically, graphically, verbally, and analytically.

English Language & Composition: This college-level course prepares students for the AP® English Language and Composition Exam while exploring and analyzing a variety of rhetorical contexts. This is a fast-paced, upper- level course designed for highly motivated students. Multiple opportunities are provided to enhance test-taking skills through critical reading, writing, classroom assignments, and discussion activities. AP English Language and Composition practice assessments and essays will be given throughout the course as well. This course provides students an opportunity to increase knowledge concerning prose of many styles and genres, including essays, journalistic writing, political writing, science writing, nature writing, autobiographies/biographies, diaries, speeches, history writing, and critical writing. Throughout the course, there is an intense focus on writing and revising expository, analytical, and argumentative essays to prepare students for a broad range of writing purposes.

English Literature & Composition: English Literature and Composition is designed to be a college/ university-level course. This course equips students to critically analyze all forms of literature in order to comment insightfully about an author's or genre's use of style or literary device. Students will also interpret meaning based on form; examine the trademark characteristics of literary genres and periods; and critique literary works through expository, analytical, and argumentative essays. As students consider

styles and devices, they will apply them to their creative writing. In addition to exposing students to college-level English coursework, this course prepares them for the AP® English Literature and Composition Exam.

Environmental Science: Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be equivalent to a one-semester, college-level ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature, energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

French Language & Culture: French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP® French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

Human Geography: Human Geography is a college-level course designed to prepare students for the AP® Human Geography Exam. The goal of the course is to provide students with a geographic perspective through which to view the world. Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems. Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use. Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams.

Psychology: Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is

Spanish Language & Culture: Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP® Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an

immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

U.S. Government & Politics: This one-semester college-level course is designed to prepare students for the AP United States Government and Politics exam. Students will study the Constitutional underpinnings and structure of the United States government, issues of politics and political parties, and topics in civil rights and public policy, demonstrating their understanding and acquisition of skills through written work, project-based activities, and practice exams.

U.S. History: This course surveys the history of the United States from the settlement of the New World to modern times and prepares students for the AP® United States History Exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

World History: This advanced study of world history combines historical thinking skills with the in-depth exploration of major course themes such as the interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and interaction of economic systems; and more. Students engage in reading, writing, and discussion as they trace history from before the Common Era to the present.

Electives, Career Electives, and Career Pathways

Middle School Exploring Music- Michigan (eDyn): Learn about how we hear music, its history and culture, and how it affects our lives. Explore the elements of music, such as rhythm, pitch, and harmony, while discovering more about musical genres, singing and your voice, instruments, and musical composition. Tune up your understanding and appreciation for all things musical.

Middle School Journalism: Tell your story: Who? What? When? Where? Journalism provides us with the answers to these questions for the events that affect our lives. In this course, students will learn how to gather information, organize ideas, format stories for different forms of news media, and edit their stories for publication. The course will also examine the historical development of journalism and the role of journalism in society.

MIDDLE SCHOOL PHOTOGRAPHY: DRAWING WITH LIGHT: Students see photographs every day on television, on the Internet, and in magazines and newspapers. What makes a great photograph? How did the artist capture a story? What makes a great picture? What are careers in photography? In this course, students learn and apply fundamental skills to use a camera and take photographs of animals, people, and landscapes. Students gain an understanding of how photography can be a means of documentation or high art. Students examine photographic careers and explore self-reflection to progress their creative growth as they develop a photographic portfolio. This course helps students select subjects, take a photograph, and print and display

Memories!

MIDDLE SCHOOL CODING In this course, students will learn all about the technology they use in their day-to-day life as well as explore how the internet functions. The course includes an introduction to the basics of computer science as students discover how to create and build websites using HTML and CSS. They will also become familiar with programming languages like JavaScript and Python. Students will leave the course with a portfolio of work that will showcase their skills.

MIDDLE SCHOOL 2D STUDIO ART: Journey inside the art studio and learn to bring your 2D art visions to life. Whatever medium you prefer, painting or drawing, this course will help you hone your 2D art skills. Learn the elements and principles needed to logistically create art; explore your artistic inspirations; view art from different ages and cultures; gain insight about the art of critiquing.

MIDDLE SCHOOL DIGITAL ART AND DESIGN: Digital art and design involves everything from advertising to animation to photography and more. In this course, you'll learn about the evolution of art; the basic principles of art and design; the role of art in politics and society; and how to create digital art and make it come alive.

Art History I: Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth-and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Health and Physical Education Bundle: This bundle includes three courses. Foundations of Personal Wellness is a full-year offering that combines health and fitness instruction. Two separate semester-long courses are also included: Healthy Living, which focuses exclusively on personal health but in a more conservative and traditional treatment than Contemporary Health, and Lifetime Fitness, which is a one-semester physical education course.

Nutrition and Wellness: This comprehensive health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Students analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Students apply principles of health and wellness to their own lives. In addition, they study behavior change and set health goals to work on throughout the semester. Additional topics of study include healthy relationships, reproductive health, disease transmission, substance abuse, safety and injury prevention, environmental health, and consumer health.

Intro to Art: Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

Online Learning & Digital Citizenship: This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in- depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

Psychology: This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

Sociology: Providing insight into the human dynamics of our diverse society, this is an engaging, one-semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

3D Art I – Modeling: This course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn Blender® software to create 3D models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and using a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.

3D Art II – Animation: This course focuses on building animation skills including realistic movement and lighting. Students learn the Blender® software workspace and tools; location and rotation properties; scripts; IP curves; vector handles; rendering and baking animations and simulations; and particle systems and emitters. Activities and projects promote key 3D animation concepts including frames and key frames, squash and stretch, action strips, walk cycles and poses, and trajectories. Students develop the skills needed to design and create animations with an understanding of the skills needed to succeed as professional animators. (Prerequisite: 3D Art I – Modeling).

Career Explorations: This course prepares middle school students to make informed decisions about their future academic and occupational goals. Through direct instruction, interactive skill demonstrations,

and practice assignments, students learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development. This course is designed to provide flexibility for students; any number of units can be selected to comprise a course that meets the specific needs of students.

Career Planning and Development: Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Computer Applications- Office® 2010: This full-year course introduces students to the features and functionality of the most widely used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skill demonstrations, and numerous hands-on practice assignments, students learn to develop, edit and share Office 2010 documents for both personal and professional use. By the end of this course, students will have developed basic proficiency in the most common tools and features of the Microsoft Office 2010 suite of applications: Word®, Excel®, PowerPoint®, and Outlook®.

Computer Science: This one-semester course introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, graphical user interface, modular and object-oriented programming, and events and event-driven processes. Students also learn loops, debugging techniques, software- development processes, arrays and sets, generators and namespaces, packages and libraries, randomness, file handling, and how to program simple games. Students explore careers in programming, including profiles from a wide variety of programming professionals.

Digital Arts: Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Engineering Design: Engineering Design introduces students to computer-aided design, including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse

engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn Creo™ Elements/Direct™, a 3D CAD modeling program used by professional engineers.

Intro to Entrepreneurship: This one-semester course teaches the key skills and concepts students need to know to plan and launch a business. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; how to attract investors and manage expenses; sales stages, planning, and budgeting; how to generate business ideas and create a business plan; and how to promote and market a company. Topics include exploring factors of business success and failure, economic systems, competition, production, costs and pricing, accounting, bookkeeping and financial reporting, working with others, and successfully managing employees.

Personal Finance: This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

Projects in Audio Engineering: This introductory, supplemental course teaches the four main steps of professional audio engineering: recording, editing, mixing, and mastering. Through a series of Audacity® software projects, students learn tones and waveforms, recording studios and formats, Musical Instrument Digital Interface (MIDI) and Digital Audio Workstations (DAWs), syncing audio, and many other topics relating to the field of audio engineering. Activities include echo and reverb effects; encoding and exporting audio; mastering audio files and mixing samples to create a new track; equalizing, compressing, and normalizing audio files; and adding fading and crossfading.

Projects in Game Design: Utilizing the Multimedia Fusion 2 software program, this supplemental course allows students to build a solid foundation in the fundamentals of game design and development. Students create an impressive portfolio of interactive, engaging games such as a classic two-player Ping-Pong game, a block-breaking action game, and a maze game with moving obstacles. Students learn the MMF2 language of events, conditions, and actions; game objects that track scores, lives, time, and more; and automated, random, and user-controlled movement. Topics include libraries, game sounds, and game-design concepts including objects, layers and frames, cursors and crosshairs, pixels and coordinates, calculations, title and end screens, and looping animations.

Health Science Concepts: This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

Introduction to Business: In this two-semester introductory course, students learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast- paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

Introduction to Health Sciences: This high school course introduces students to a variety of healthcare careers, as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

Introduction to Information Technology: This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, Internet fundamentals, programming, and computer support. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

Medical Terminology: This semester-long course introduces students to the structure of medical terms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to health care settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course provide students entering the healthcare field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, practice assignments, and unit-level assessments.

Microsoft® Office® Specialist: This two-semester course introduces students to the features and functionality of Microsoft® Office® 2010 while preparing them for the beginning, intermediate, and advanced levels of the Microsoft User Specialist (MOS) certification program. Through video instruction, interactive skills demonstrations, practice assignments, and unit-level assessments, students become proficient in Microsoft Word®, Excel®, PowerPoint®, Outlook®, and Access®. By the end of the course, students are prepared to demonstrate their skills by obtaining one or more MOS certifications.

Nursing Assistant: This two-semester course prepares students to provide and assist with all aspects of activities of daily living and medical care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology and procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Certified Nursing Assistant (CNA).

Pharmacy Technician: This two-semester course prepares students for employment as a Certified Pharmacy Technician (CPhT) and covers the skills needed for the pharmacy technician field. Through direct instruction, interactive skills demonstrations, and practice assignments, students learn the basics of pharmacy assisting, including various pharmacy calculations and measurements, pharmacy law, pharmacology, medical terminology and abbreviations, medicinal drugs, sterile techniques, USP 795 and 797 standards, maintenance of inventory, patient record systems, data processing automation in the pharmacy, and employability skills. Successful completion of this course prepares the student for national certification for employment as a CPhT.

EDP Career Cruising: This two-semester course is a self-exploration and planning program that helps people of all ages achieve their potential in school, career and life. All students in the state of Michigan are required to complete an Educational Developmental Plan. Students learn about themselves, their interests, skills, preferences and aspirations so they can explore the opportunities right for them.

Study Skills: This course allows students the valuable time to reach out for help and extra information for their courses. This time is designed to assist students learning, understand, and reinforce concepts and/or assignments presented in the general curriculum. Students can reach out to their tutors, schedules one-on-one time with their teachers, or communicate with their mentors.

Elementary K-5 Courses

Language Arts

LANGUAGE ARTS KA AND B

This Kindergarten Language Arts course will teach students to identify and write all letters, produce letter sounds and frequently used phonograms. Students will also master weekly sight words and reading and comprehension strategies to grow as readers. All Common Core K LA standards are met in this course.

LANGUAGE ARTS 1A AND B

This First Grade Language Arts course will teach students to identify and write all letters, produce letter sounds and frequently used phonograms. Students will also master weekly sight words and reading and comprehension strategies to grow as readers. Students will begin to develop writing skills through a variety grammar, spelling and writing activities. All Common Core 1 LA standards are met in this course.

LANGUAGE ARTS 2A AND B

The 2nd Grade Language Arts course will teach students to spell and write vocabulary, read more fluently, apply grammar concepts, and participate in handwriting and writing activities through thematic units. Students will also continue to master weekly sight words and reading and comprehension strategies to grow as readers. All Common Core 2 LA standards are met in this course.

LANGUAGE ARTS 3A AND B

This Third Grade Language Arts course will teach students reading comprehension skills, fluency, and strategies for a variety of texts including informational text to help them become stronger readers. Students will also master weekly spelling and vocabulary words and grammar concepts that will help them become stronger writers. Students will work through the writing process to formulate and write a variety of pieces (opinion, compare/contrast, narrative.) All Common Core Third Grade LA standards are met in this course.

LANGUAGE ARTS 4A AND B

Semester A: The 4th grade Language Arts curriculum integrates reading, writing, speaking, listening, and the study of vocabulary and grammar in a way that engages today's learners and supports them in building a broad and diverse set of literacy skills. Students study classic literature as well as more contemporary forms, including media and multimedia products. Writing assignments in semester A focus on narrative and persuasive modes and emphasize the use of reasoning and details to support opinions. Each writing assignment spans several lessons and guides students through a writing process that begins with prewriting and ends by emphasizing one or more aspects of conventions of standard written English. Semester B: Students also learn how to participate in collaborative discussion and peer review sessions. In each lesson, engaging and relevant models and step-by-step instruction guide students toward mastery and appreciation of 21st century communication in all its forms and functions.

Semester B: Like semester A, semester B provides an integrated curriculum. Whereas the first semester focuses on skills needed to read fiction and other literary prose, semester B teaches specific skills for reading poetry, drama, informational text. In the second semester of the course, students learn how informational text differs from literary text and how different forms of information text differ from each other. Writing assignments emphasize expository writing and guide students through research projects. Near the end of the semester, students learn how to present information orally and using multimedia.

LANGUAGE ARTS 5A AND B

Semester A: The 5th grade Language Arts curriculum integrates reading, writing, speaking, listening, and the study of vocabulary and grammar in a way that engages today's learners and supports them in building a broad and diverse set of literacy skills. Students study classic literature as well as more contemporary forms, including media and multimedia products. Writing assignments in semester A focus on narrative and persuasive modes and emphasize the use of reasoning and details tosupport opinions. Each writing assignment spans several lessons and guides students through a writing process that begins with prewriting and ends by emphasizing one or more aspects of conventions of standard written English. Students also learn how to participate in collaborative discussion and peer review sessions. In each lesson, engaging and relevant models and step-by-step instruction guide students toward mastery and appreciation of 21st century communication in all its forms and functions.

Semester B: Like semester A, semester B provides an integrated curriculum. Whereas the first semester focuses on skills needed for literary text, semester B focuses on skills for reading and analyzing informational text. In the second semester of the course, students learn how various forms of information text differ. Writing assignments emphasize expository writing and guide students through research projects. Near the end of the semester, students learn how to present information orally and using multimedia.

Mathematics

MATH KA AND B

Semester A: During the first semester students will learn foundational math facts. They will learn to count to 12, how to compare sizes, ordinal numbers putting items in order, what a number line is and its uses, basic measurements such as inches and feet, and how to tell time on digital and analog clocks. Students will have many opportunities to practice these new concepts by interacting with online confirmation exercises and filling out worksheets off line. A special emphasis this semester is for students to have fun with numbers, finding success with concepts such as bigger and smaller and being comfortable in an online environment.

Semester B: Students learn to count to twenty. They work with comparing objects using the terms tall, longer, and shorter as well as comparing two objects using the terms lighter and heavier. They will continue their exploration of basic geometric shapes such as cones and spheres. The will work with the concept of first, middle, and last. Arranging and sorting receive special emphasis this semester. Students will also work on writing numbers with 3, 4,

and 5 given special attention. Students will learn the concepts of left and right. Coins are also a focus as students will count pennies, nickels and dimes. Finally, the number 7 is studied using the colors of the rainbow. Projects include making paper fingers and thumbs and creating designs with them. They will also make the numbers 1-10 out of dough.

MATH 1A AND B

Semester A: During the first semester students will build fluency with basic math facts. They will learn to count to 100, basic addition and subtraction facts, and how to add double-digit numbers. Students will be introduced to such new concepts as word problems, Venn diagrams, and basic geometric concepts. There is an emphasis on learning practical skills such as reading thermometers, looking at maps, and understanding the value of coins. Students will have multiple opportunities to practice new skills and knowledge through using integrated online practice problems.

Semester B: During the second semester students will begin counting by twos, fives, and tens. They will learn both vertical addition and subtraction. Students are introduced to multiplication and division and the signs used in those operations. They will also study even and odd numbers. Students continue their exploration of geometric shapes through drawing and apply what they learn about shapes by sorting various figures in Venn diagrams. They will also use a balance beam to understand the concept of weight – lighter versus heavier. As in semester A, students will have multiple opportunities to practice new skills and knowledge through using integrated online practice problems.

MATH 2A AND B

Semester A: During the first semester students will build fluency with basic math facts and add and subtract within 100 to solve word problems using strategic methods. Students will also manipulate numbers to 1000 using knowledge of hundreds, tens, and ones. Lastly, students with demonstrate arrays with repeated addition.

Semester B: During the second semester students will use place value to add and subtract within 1000. They will use place value to estimate and solve word problems to demonstrate skills. Students will measure and compare length and represent it on a number line. They will work with money and time to compare value. Students will collect data and represented on graphs to discuss it. Lastly, they will recognize common 2 dimensional and 3 dimensional shapes by specific characteristics.

MATH 3A AND BA

Semester A: During the first semester, students will build flexibility with numbers as they master addition and subtraction facts as

well as multiplication and division facts. Students will understand relationships between addition and subtraction, multiplication and addition and multiplication and division as they learn to borrow, carry, and regroup in order to find

sums and differences of two whole numbers up to 10,000. Students will also comprehend the place value of base ten numbers up to 1,000,000 in order to find patterns and make estimations. Lastly, they will implement a 4-step approach to solving problems and express numbers differently including translating them into Roman Numerals or expressing them as ordinal numbers.

Semester B: During the second semester, students will explore concepts of measurement including linear measurement, weight, volume, temperature, and time. They will also recognize, compare, and convert fractions. Students will write amounts of money and make change using as few coins as possible. Lastly, students will examine lines, polygons, and solid figures as they are introduced to basic concepts of geometry.

MATH 4A AND B

Semester A: Grade 4 math uses a varied amount of instructional material to reinforce and teach new math skills to the 4th grade learners. Instruction includes creative videos, mathematical storytelling, practical math applications and repetition to reinforce skills throughout the course. Three areas are focused on and students will finish the course with a strong knowledge in these content areas. The first is developing an understanding and fluency with multi-digit multiplication and developing the understanding of dividing to find quotients involving multi-digit dividends. The second is developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions with whole numbers. The third will be addressed in semester B.

Semester B: Semester B of grade 4 math has learners continuing to work with fractions. They will learn to multiply fractions and convert them to decimals. Students will also begin to learn to equivalent measurements of length, weight, mass, and capacity. They will also learn helpful skills in understanding time, distance, and money. Students will develop an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, angle measures, and symmetry. Lessons on rectangles, line plots, angles, figure drawing, polygons, and symmetry will be taught. Semester B continues to use varied forms of instruction that allow students to learn these skills in a practical manner.

MATH 5A AND B

Semester A: Grade 5 math uses a varied amount of instructional material to reinforce and teach new math skills to the 4th grade learners. Instruction includes creative videos, mathematical storytelling, practical math applications and repetition to reinforce skills throughout the course. Three areas are focused on and students will finish the course with a strong knowledge in these content areas. The first is developing an understanding and fluency with multi-digit multiplication and developing the understanding of dividing to find quotients involving multi-digit dividends. The second is developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions with whole numbers. The third will be addressed in semester B.

Semester B: Semester B begins with students continuing to work with fractions. The first lesson focuses on ratios and challenges students to solve word problems using fractions and ratios in practical life situations. Learners continue to strengthen their math skills

by studying mixed and fraction products, and fraction application, models, and division. The third critical area that students will focus on in Grade 5 Math is volume. Students will receive lessons in measurement of length, weight, and volume. They will end the course with a focus on geometry. Varied types of instruction are used to enhance their learning, including video and real-life applications, activities, and creative projects.

Science

SCIENCE KA AND B

Semester A: In Kindergarten Science, students in this course

will use their senses to explore their world. Students experience nature walks, gardening, and imitative games by exploring varying concepts. Students will explore the changes of fall through stories and observations learning about changing leaves and squirrels. Using their senses, students will observe the nature around them. Concepts like camouflage and weather conditions will also be discussed. Students will have the opportunity to grow plants, make a terrarium and observe the behavior of magnets.

Semester B: Students in this course will continue using their senses to explore their world. Students experience nature walks, gardening, and imitative games by exploring varying concepts. Students will explore the winter season by learning about animal tracks and the night sky. The properties of matter will also be introduced. To learn about spring, students will make leaf rubbings, grow a variety of plants and search for worms to study. The semester concludes with lessons and activities focused on bees, constellations and birds.

SCIENCE 1A AND B

Semester A: In First Grade Science, students in this course

will complete projects that are designed to allow for exploration

and discovery. Students observe their surroundings and through observations of the natural world conduct inquiries into topics related to their healthy development. Students will learn about the phases

of the moon and the seasons. Students will also explore a variety

of topics about animals including, animal tracks, hibernation, and animal adaptations.

Semester B: Students in this course will complete projects that are designed to allow for exploration and discovery. Students observe their surroundings and through observations of the natural world conduct inquiries into topics related to their healthy development. Students will learn the steps of scientific inquiry through scientific experiments. Students will continue to explore the natural world learning about ponds and forests.

SCIENCE 2A AND B

Semester A: Second Grade Science introduces students to the process of observation and how important it is to the study of science. Learners will identify their five senses and why they are critical to observation. Students will use these observation skills throughout the course as they examine many different types of animals and their environments. Students begin by observing ants in their own environments and continue onto learning the different types of birds. Students will come to understand plant and animal rhythms and will perform small experiments with plants. Stories will be used to teach the students about nature and interactions that humans have with nature. They will continue to learn about animals and their characteristics habitats and needs. Students will learn through video, audio stories, hands-on participation and observation with nature. The teachers will conduct live assessments for the topics that had been covered throughout the week's lessons. Grade 2 Science provides students with the opportunity to expand their minds and see for themselves the way that animals and nature are a part of their everyday lives.

Semester B: Semester B of Second Grade Science begins with the students learning the characteristics of the Weaverbird and Swiftlet bird. Learners will come to understand the different groupings of animals including those with vertebrates, invertebrates and warm- and cold-blooded animals, carnivores, herbivores and omnivores. Learners will

be asked to recall the five senses that they discussed at the beginning of the course and compare them to the senses of animals. They will also learn how animals communicate and the relationship between animals and humans. The course ends with the students taking a closer look at the characteristics of reptiles, insects, birds of prey, and fish. At the close of the course students will have a deeper understanding and appreciation of animals and their habitats.

SCIENCE 3A AND B

Semester A: Third grade science introduces students to experimentation as they journey through the earth and its many miracles. They will begin by learning about the earth, the sun and the moon. By participating in simple experiments students will explore the water cycle, gravity, the weather and it's patterns, various types of terrain, and the role of plants in the production of oxygen and their importance to human survival. Learners will expand their knowledge through video, pictures, short readings, projects, and hands on experiments. Learners will understand that experiments require the use of instruments, observation, recording, and drawing evidence based conclusions. Grade 3 science provides students with the opportunity to expand their minds and see for themselves the way that science is a part of their everyday lives.

Semester B: Semester B of third grade science begins with the students writing a poem about the seasonal cycles. The learners continue with root formation, the interdependence of plants and humans, biomes of land and sea, extreme weather, rocks, vertebrates and invertebrates, as well as extinction. All these lessons are taught using video, projects, and experimentation. Semester B asks learners to look a bit deeper into things they encounter such as the ocean and weather.

SCIENCE 4A AND B

Semester A: Grade 4 Science includes the three main domains of science which are physical, life, and earth and space science. Learners will use various kinds of experimenting, including field studies, systematic observations, models, and controlled experiences. The course begins with the explanation of the scientific method which the students continue to use and build upon throughout the course. The big picture of the earth is examined as students review the life on planet earth, salt and fresh water, and fast and slow changes that occur on the planet. Students go beyond planet earth, though, as they study galaxies, the solar system and other planets. Students examine the ways that forces, and motion can be measured and the concept that a single kind of matter can exist as a solid, liquid or gas. Grade 4 science uses many modes of instruction including video presentations, enrichment activities, and hands-on experimentation.

Semester B: Semester B of Grade 4 Science focuses on the relationship between heat, light, sound, and electrical energy and the way they can be transferred between each other. Learners distinguish between natural objects and objects made by humans as they examine technology and the role it plays in science. Students also look at life cycles of animals, plants, and humans and how they interact with each other. The course ends by looking at the ways that humans interact with the environment. Students will use research skills, watch videos, and get their hands dirty as they complete projects that require them to dig through dirt and trash in order to learn broader lessons that have to do with helping the environment.

SCIENCE 5A AND B

Semester A: Grade 5 Science continues to build on the science skills that have been obtained in years previous. There will be an emphasis on earth and space science, life science, and physical science. Students will begin the course by focusing on earth and space science by looking at the solar system and planets. Students will come to an understanding of the concept of the earth as a sphere and the earth's place in the solar system. The course continues with a focus on physical science and the different tools that can measure force, time, and distance. They will also grow in their understanding of how light and sound travel and interact with each other as well as the different types of energy. The semester concludes with a look into life science and the ways that organisms are

interconnected. Instruction will include real life application, hands-on projects and assessments, and video and short research projects.

Semester B: Semester B puts great emphasis on life science and begins by focusing on the many ecosystems of the earth and the way that all parts of ecosystems depend on each other. Students will learn the different types of ecosystems that exist. They will learn that ecosystems change and how the changes affect their ability to support their populations. Learners will examine plants; that they have different structures and how those structures allow them to respond to different needs. Students will also grow in their understanding of the importance of good nutrition to all living organisms. The course concludes with a look into the scientific process and the importance of investigations and conclusions in the study of science. Instruction will include real life application, hands-on projects and assessments, and video and short research projects.

Social Studies

SOCIAL STUDIES KA AND B

Semester A: This course introduces students to their place in the community and the responsibilities of being a member of society. Great figures of U.S. history such as Pocahontas, George Washington and Abraham Lincoln are a focus of learning in this semester. Students will also learn about everyday heroes, the responsibilities of pet ownership, the importance of rules, table manners, and eating well. A skill that students will practice throughout the semester is retelling stories. Students may do this by recording audio, retelling the stories orally, or writing their observations. They will learn how to use details and basics of narratives. Projects will help students think about what pets need and defining emotions.

Semester B: In the second semester students are introduced to map reading skills. They will be taught to read maps of the U.S. and the world. From learning about location to how water is represented to floor plans, students are introduced to map skills that will last a lifetime. Students will also learn about symbols

of the U.S. such as the American flag and the eagle. From there students learn about holidays with a focus on Thanksgiving. Another focus is on currency. They will be introduced to what money is, how money can be spent, the power of buying locally, and the difference between wants and needs. Projects will include a piece on distinguishing facts from fiction, buying locally, and focusing on the differences between needs and wants.

SOCIAL STUDIES 1A AND B

Semester A: In this semester, students begin to explore fundamentals of social studies including map skills, cardinal directions, and will begin to examine maps of the U.S. and the globe. Students will also be introduced to important figures from American history such as Pocahontas, George Washington, Abraham Lincoln, and Clara Barton. A skill that students will practice throughout the semester is retelling stories. Students may do this by recording audio, retelling the stories orally, or writing their observations. They will learn how to use details and basics of narratives. Students will also make maps of their homes, neighborhoods, as well as a personal timeline.

Semester B: The second semester has a focus on introductory economics. They will study bartering, goods and services, jobs in the community, and how the marketplace works. Another focus is on positive character traits such as honesty, what the aspects of personal responsibility are, and how to help and respect others. Historic figures such as Clara Barton and characters from fiction and folklore are used as models for teaching positive traits. Students will continue practicing there five finger retelling skill with assignments on Martin Alonso (a sailor with Columbus) and

George Washington. Projects will help students think about thoughtful words, showing respect, and being honest. Learners will write, draw, and perform in these projects.

SOCIAL STUDIES 2A AND B

Semester A: In second grade, students in this course will begin

to explore the fundamentals of social studies including culture, geography, and economics. Students will explore the Ancient Cultures of China, Africa, and the Celts. Students will explore these cultures through ancient folk tales and fables. Learners will create a photo book that describes the significant events in their own life. They will also examine the importance of geography and direction. Students will learn how to locate boundaries while using a world map. Students will identify the places that were discussed in the previous lessons including Africa, China, and the British Isles. They will develop a rudimentary understanding of map symbols as they locate continents, the equator, and oceans. Students will also learn to identify on a road map where they live, rivers, mountain ranges and lakes nearby their homes. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Semester B: The second semester begins by introducing learners to economics and the role that money plays in every civilization. They will take a closer look at the economy of the Celtic people. Students learn the difference between natural, human, and capital resources. Learners will begin to understand the exchange of money for goods and services. They will gain a basic understanding of what scarcity is and why it is

good that we do not always get everything that we want. Students will understand these concepts by drawing upon their understanding of the desires/wishes in their own lives. Students will also learn about desirable human qualities using fables such as “The Boy Who Cried Wolf.” Learners will look at individuals who have made a difference in the greater community. Students will learn about Rosa Parks and Susan B. Anthony through short stories. The end of the course asks learners to examine the diversityofthecommunitytheylivein. Theywillbeaskedtorecognize the different types of people around them. Students should gain an appreciation for the differences around them and how having respect for othersandbeinghonestwillcontributetosociety. Learnerswillfollow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

SOCIAL STUDIES 3A AND B

Semester A: In third grade, social studies students will begin to explore the fundamentals of social studies including geography, civics, and economics. Learners will begin by looking at the beginning of civilization and examining the ancient Hebrew civilization, the Phoenicians, and the Kush tribe of ancient Africa. They will then move on to examining the Native American tribes of the Cherokee, Sioux, and Hopi. Students will also look at the

first explorers of the Americas and learn about the beginning of the United States. In the first semester students will learn important geographical factors which have impacted ancient civilizations, Native American tribes and the development of the United States. Students will increase their skills by creating maps and looking at the landscapes. They will take a close look at their own personal heritage by mapping their ancestry. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Semester B: The second semester begins with introducing learners to economics and the role that money plays in every civilization. Students learn the difference between natural, human, and capital resources. They also examine the production of goods, trade, specialization, and interdependence, and come to understand the importance that each individual play in a society’s economy. Learners are introduced to Civics by discussing the governmental structure of the Ancient Hebrews and Phoenicians. The purpose and importance of laws and how they are enacted

as well as the establishment of government are shown through stories of the Ancient Phoenicians and Native Americans. The course ends by discussing the purpose and nature of government as it relates to the United States.

SOCIAL STUDIES 4A AND B

Semester A: In grade 4 Social Studies learners will use their understanding of social studies skills to explore their local states and communities. They will begin the course by learning the topography of their area. Students will do this by creating a detailed landscape model. This project will be hands-on and require students to do research of their communities. Learners will also research local animals and gain an understanding of local Native American ground in their part of the country. This course walks students through the research and report writing steps that will be vital to their continuation of social studies. They will continue to focus on their individual states as they do projects based on local geography, state capitols, as well as nearby natural wonders and landforms. The semester concludes with an introduction to Colonial history. The course uses video, enrichment activities, and project-based learning to enhance the student's social studies skills.

Semester B: Semester B of grade 4 Social Studies picks up where semester A left off by looking further into frontier life of the early American settlers. Students examine the difficulties that early settlers faced when reaching America. They apply knowledge of historical thinking, chronology, turning points, individuals, and themes of local and Unites States history in order to understand how history has shaped the present and will shape the future. They will continue the focus of local history by doing research projects on settlers from their states and on how their state became a part of the Union. The transition from the Pony Express to the Transcontinental Railroad is a major theme that shows how quickly the United States developed. Students end by creating a time capsule that demonstrates what was important to early settlers from their states.

SOCIAL STUDIES 5A AND B

Semester A: Grade 5 Social Studies combines the study of United States History through the Civil War with a geographical exploration of the Unites States and what it has to offer. Students will use their understanding of social studies skills and concepts as they study the development of the United States. The first semester begins with early settlements of North America and allows learners to take an in-depth look into what life was like for colonists and Native Americans. Students will come to understand the causes of the Revolutionary War and the people that played a significant role in it. The semester ends with students examining the new nation and what life was like for European immigrants and those on the frontier. Students will learn using video, journaling, and varied types of creative instruction.

Semester B: Semester B begins with an exploration of the west and what life was like for those looking to find gold. Learners will then look at slavery and what lead to the Civil War. The course then takes a departure from American history and takes a more in-depth look into cultures, people, and the geography of the United States from past to present. Learners will have the opportunity to explore the country region by region and come to appreciate all that it has to offer. Students will conclude the course by planning and describing a trip they would like to take to a place within the 50 United States. Students will take a hands-on approach as they get to know the geography, climate and culture of their country. Video, creative projects involving technology, journaling, and varied assessments will be used throughout the course.

Electives

ART DEVELOPMENT LEVEL 1

The importance of fine arts is a benefit, not just to the older student and population, but is a necessary area of development for the young student who will benefit with it in all areas of education. Art provides an opportunity for

children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity. It is important for the student to make a connection between the verbal and visual; logic and emotions; imagination and reality. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. The fine art program promotes self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed though out their life. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Again, this is a necessity in lifetime experiences. The student will see the artistic expressions and inventions from cultures around the world that are part of the history of mankind and development. Modern media provides many opportunities to the student. However, the student has the benefit to experience it more closely in art classes. Repetition, important for young children, is evident in these lessons. Repetition is provided at different age levels while using various tools and mediums. Home, family and friends, pets, and toys are the young student's world. The student will begin with their personal world as they think they know it and discover so much more about it. These lessons provide a deeper awareness of the world immediately around them, and eventually their journey will grow from there. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

ART DEVELOPMENT LEVEL 2

The importance of fine arts is a benefit, not just to the older student and population, but is a necessary area of development for the young student who will benefit with it in all areas of education. Art provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop what they already know as a source of knowledge and creativity. It is important for the student to make a connection between the verbal and visual; logic and emotions; imagination and reality. Art offers the student an opportunity to express feelings and emotions in their drawings and with color. The fine art program promotes self-esteem and self-awareness as it enhances personal fulfillment. Children have a wonderful imagination that, if encouraged, will be needed though out their life. This program provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Again, this is a necessity in lifetime experiences. The student will see the artistic expressions and inventions from cultures around the world that are part of the history of mankind and development. Modern media provides many opportunities to the student. However, the student has the benefit to experience it more closely in art classes. Repetition, important for young children, is evident in these lessons. Repetition is provided at different age levels while using various tools and mediums. Home, family and friends, pets, and toys are the young student's world. The student will begin with their personal world as they think they know it and discover so much more about it. These lessons provide a deeper awareness of the world immediately around them, and eventually their journey will grow from there. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

ART DEVELOPMENT LEVEL 3

The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self- discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and

toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.

ART DEVELOPMENT LEVEL 4

The Art program provides an opportunity for children to develop the use of their senses directly and encourages the student to further develop their personal source of knowledge and creativity. Art offers the student the opportunity to experience a connection between the verbal and visual; logic and emotions; imagination and reality. The student is guided and encouraged to express feelings and emotions in their drawings and with color while promoting self-esteem and self-awareness in personal fulfillment. The imagination in children is encouraged in art. However, it will assist them in their other studies as well. This program provides an opportunity for self- discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. The student is introduced to some of the artistic expressions and techniques from cultures around the world. Modern technology provides opportunities for the student to observe this history. The art student will use some of these elements themselves in their own artwork. Repetition, important for children, is provided at different age levels while using various tools and mediums. Home, family, traditions, friends, pets, and toys are the young student's world. The student will explore what they know of their world. These lessons provide a deeper awareness of the world immediately around them where their journey is just beginning. As an individual each student is gifted with unique talents and ideas. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which they live.

ARTS AND CRAFTS GRADE KA AND B

Semester A: This course provides a foundation for children's inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to lines, circles, recognizing and using shapes, creating a collage and concepts such as symmetry. Young artists will also explore a variety of media such as pastels, watercolors, crayons, tempera, and pencil drawing. An emphasis on this course is on creating works of art. In this semester students will work with clay, draw with pastels, make fingerprint flowers, draw barns and animals using shapes and recognizing lines using the student's name.

Semester B: Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art. Among the projects this semester students will be creating a bird feeder, make pig puppets, craft paper flowers, make potpourri, craft a heart collage, construct a wind chime, and press flowers.

ARTS AND CRAFTS GRADE 1A AND B

Semester A: This course provides a foundation for children's' inherent artistic imagination and creativity by sharing the basics of art and making art. Students are introduced to primary colors, the color wheel, shapes such as lines and circles, and concepts such as symmetry. Young artists will also explore a variety of media such as pastels, watercolors, crayons, tempera, and pencil drawing. A emphasis on this course is on creating works of art. In this semester students will work create a watercolor tree, use a printing block, produce weather painting, and produce a watercolor painting.

Semester B: Emphasis in the second semester students will be placed on applying what the students have learned to make more detailed works of art. In this semester students will be creating colorful calendars, stenciling, fashioning intricate flower drawings, revisiting symmetrical objects, and mixing colors. This course will provide students with opportunities to experience many different forms of arts and to express their imagination while learning valuable

skills. Each student is an individual with unique ideas and talents. Our goal is to provide each student an opportunity for personal growth for themselves and the world in which we live.

ARTS AND CRAFTS GRADE 2A AND B

Semester A: This course provides an opportunity for self-discipline through instruction and cooperation while providing the student with an opportunity for self-expression by using imaginative thinking for creative solutions. Learners will begin the course by creating a color wheel and understanding the difference between primary, secondary, and complimentary colors. Learners will use watercolors to create a value chart and begin to understand symmetry in art. At the end of the semester students will work with clay and create a Memorial Clay.

Semester B: In semester B of Arts and Crafts, students will continue to explore their creativity while also learning ways that art can be functional and add to objects and materials that we use on an everyday basis. Students will begin the semester by creating a 12-month calendar. The students will focus on a new month each week. They will also be able to pick a different clay project each week from The Book of Nature Crafts and/or Clay Fun. Once students have completed the calendar project, they will begin to work on form drawing and make a seasonal chart using objects familiar with each of the four seasons. The course concludes with students working with wet crayons and wet paper.

KEYBOARDING

The keyboarding course is appropriate for elementary and middle school students. The curriculum introduces new keys by rows where students first learn the middle row, then the top row and the bottom row of the keyboard. Students are introduced to the keys through lessons and then given the opportunity to practice in typing games. The content is designed with a strong focus on sight and high frequency words. This course assumes no keyboarding experience and will guide them through the keyboard.

RECORDERS LEVEL 1

This course combines music and performing arts. Students will experience and learn new songs and perform them using their bodies. In addition, the student will begin learning how to play the recorder.

SCRATCH CODING

Scratch is a program, developed by MIT, that teaches student

the basics on how computers think. This program will introduce students to real coding programs and allow them to drag and drop coding blocks creating a fully functional program. The simple user interface and tutorials allow students to quickly create and run their code to see its results! This course assumes no prior computer coding knowledge and includes self-graded multiple-choice tests and quizzes.

Criminology

Inside the Criminal Mind: In today's world, crime and deviant behavior rank at or near the top of many people's concerns. In this course, we will study the field of Criminology – the study of crime. We will look at possible explanations for crime from the standpoint of psychological, biological and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their misdeeds. Why do some individuals commit crimes why others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors... from arrest to punishment...help shape the criminal case process?

Digital Photography

Have you ever wondered how photographers take such great pictures? Have you tried to take photographs and wondered why they didn't seem to capture that moment that you saw with your eyes? The Digital Photography I course focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students will use the basic techniques of composition and camera functions to build a portfolio of images, capturing people, landscapes, close-up, and action photographs.

Animation

Do you wonder what it would be like to create the next blockbuster animated movie or do you want to make the next big video game? Do you have an eye for drawing, technology, and timing? If so, Animation is the course for you! You will learn how to use animation tools to conceptualize and bring your creations to life. You'll learn the ins and outs of creating 2D and 3D animation, from start to finish. You'll even begin working on our own design portfolio and get hands on experience with creating your own animation projects. Learning about Animation could lead to a thriving career in the growing world of technology and animation.

Physical Education and Health

PHYSICAL EDUCATION KA AND B

Semester A: Elementary PE K helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include exercise safety, making healthy choices, nutrition, the benefits, components and principles of fitness, basic anatomy and physiology, and values of cooperation and teamwork. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE K helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include exercise safety, making healthy choices, nutrition, the benefits, components and principles of fitness, basic anatomy and physiology, and values of cooperation and teamwork. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

PHYSICAL EDUCATION 1A AND B

Semester A: Elementary PE 1 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include exercise safety, making healthy choices, nutrition, the benefits, components and principles of fitness, basic anatomy and physiology, and values of cooperation and teamwork. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE 1 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include exercise safety, making healthy choices, nutrition, the benefits, components and principles of fitness, basic anatomy and physiology, and values of cooperation and teamwork. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

PHYSICAL EDUCATION 2A AND B

Semester A: Elementary PE 2 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE 2 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

PHYSICAL EDUCATION 3A AND B

Semester A: Elementary PE 3 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE 3 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

PHYSICAL EDUCATION 4A AND B

Semester A: Elementary PE 4 helps young learners establish a basic understanding of health and fitness. Students focus on health- related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE 4 helps young learners establish a basic understanding of health and fitness. Students focus on health- related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

PHYSICAL EDUCATION 5A AND B

Semester A: Elementary PE 5 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

Semester B: Elementary PE 5 helps young learners establish a basic understanding of health and fitness. Students focus on health-related fitness and learn how to become more fit and healthy. Topics of study include warm-up and cool down, water safety, goal setting, nutrition, muscle strength and flexibility. In addition, students learn age-appropriate motor, non-locomotor, and manipulative skills. Students are required to participate in regular physical activity.

HEALTH KA AND B

Semester A: Elementary Health K helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

Semester B: Elementary Health K helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

HEALTH 1A AND B

Semester A: Elementary Health 1 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

Semester B: Elementary Health 1 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

HEALTH 2A AND B

Semester A: Elementary Health 2 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

Semester B: Elementary Health 2 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, communication, disease prevention, basic anatomy and physiology, and values of cooperation and teamwork.

HEALTH 3A AND B

Semester A: Elementary Health 2 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, healthy behaviors, nutrition, disease prevention, conflict resolution, basic anatomy and physiology, and the values of respect and cooperation.

Semester B: Elementary Health 2 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include

personal safety, healthy behaviors, nutrition, disease prevention, conflict resolution, basic anatomy and physiology, and the values of respect and cooperation.

HEALTH 4A AND B

Semester A: Elementary Health 4 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, and the human body.

Semester B: Elementary Health 4 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, the human body, and the functions of body systems.

HEALTH 5A AND B

Semester A: Elementary Health 5 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, and the human body.

Semester B: Elementary Health 5 helps young learners establish a basic understanding of the aspects of health. Students focus on the various aspects of their health and how they can make healthy choices. Topics of study include personal safety, reducing illness, avoiding bullying, nutrition, healthy friendships, emergency situations, and the human body. In addition, this course covers the reproductive system, puberty and STDs.

WELLNESS PHILOSOPHY (K-8) (9-12)

Madison Academy is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating, hygiene, and physical activity.

In addition to core academic classes, students will be educated in the area of health and wellness as directed by the Michigan Health Education Content Standards. Students will learn about healthy eating choices, personal and oral hygiene practices, and the importance of physical activity.

Parental Support

Send healthy snacks and lunches for students that are low in sugar and higher in protein.
Do not send candy, cupcakes, cookies, or other pastries for birthday treats. A list of alternate ideas to celebrate your child's special day will be given to you from your child's teacher.
Look for different and unique food items to be served during classroom parties.
Do not send pop of any kind to school with your child.
Do not allow your child to bring candy, mints, or gum to school.

SPECIAL SERVICES (K-8) (9-12)*

A number of services are available for students with special needs. The services of psychologist, social worker, speech and language pathologist, occupational therapist, special education teachers, MTSS (Multi-Tiered Systems of Support) Team and Title I support staff and structures are provided for students who qualify. All students must go through the MTSS (Multi-Tiered Systems of Support) process for evaluation before determining any special services. As described by the Learning Disabilities Association

of America, MTSS is a prevention model designed to limit or prevent academic failure for students who are having difficulty learning by providing "scientific research-based interventions" to bring students up to grade level achievement. Referral forms are available from your child's classroom teacher and the referral process must be completed by the classroom teacher as it requires extensive use of school records.

FINE ARTS PROGRAMS AND EXTRACURRICULAR ACTIVITIES (K-8) (9-12)*

Several programs have been developed including Music, Art, Physical Education, and several after school opportunities to support academics, fine arts, and athletics. All students are welcome to participate in any program that they choose as long as they uphold the following Madison academy standards:

- Students must carry a grade point average of 2.0 (C-) or higher.
- Students must not be involved in any severe discipline action processes or exhibit a pattern of disturbance at any time.
- Students are to uphold Madison Academy's rules and codes of conduct on and off campus.
- Students must adhere to any financial obligations and regulations.
- Students must complete and submit any and all required permissions forms and releases.
- Students must attend the full day of school in order to participate.

BEFORE AND AFTER SCHOOL CARE (K-8)

Madison does offer after school care. There is a small activities fee. Students are to be picked up within ten minutes of the final dismissal time from after school care. If parents/guardians do not arrive, authorities will be notified and consequences may be levied. For parents desiring before and/or after school activities, please contact the school office to make arrangements. There is no after school care provided for High School Students. High School students must be picked up by 3:00.

ARRIVAL AND DISMISSAL (K-8) (9-12)

The school office will be open from 7:30 am to 4:00 pm (K-8) 7:00 am to 3:30 pm (high school). Students in detention or participating in official after school activities must be picked up within 10 minutes of their dismissal. If parents/guardians do not arrive, authorities will be notified and consequences may be levied. Students may not leave the school grounds for personal reasons such as but not limited to, shopping, dining, or socializing and return unless prior written permission from administration has been secured. Students who arrive after 9:30 am will be counted absent for 1/2 day. Likewise, students leaving before 3:00 pm will be counted absent for 1/2 day for elementary students and (2:45pm for High School students).

High School students who ride the buses are NOT to enter the building during transition of shuttle busses without permission from school staff.

Our parking lot and pick up lanes are in a confined space and it is imperative that all parents follow the rules:

- Drop your child off and let him/her enter the building in the morning. Do not wait for them to cross. A staff member will get them into the building.
- Pick up your children at their assigned pickup time.
- Please do not arrive early and wait for your child in the driving lanes or block busses from entering or exiting.
- Stay in your vehicle at all times, the teacher or a staff member will walk your child to you. This will make pickup less confusing and congested.

- Do not conference with your child's teachers in the pull up lanes. If you need to talk to them, let them know and pull around to park. Once the teacher has all of their students dismissed, they will be able to talk to you.
- Please drive slowly and follow the directions of the staff members directing traffic. Excessive speed or reckless operation is forbidden and may result in notification to the proper authorities.
- Talk to your child about looking before crossing. A staff member will direct them across when the lot is safe.
- Though any traffic jam is frustrating, please remember that we are all in this together and to be courteous and kind for our students' sake.
- Parking for any length or time in Fire Lanes or spaces identified as Handicapped Only without proper permits is forbidden and may result in notification to the proper authorities.

ATTENDANCE (K-8) (9-12)

Absences

School attendance is the law! As stated in the Michigan Compulsory School Attendance Act (PA 451 or 1977), all children from age six to sixteen are required to be in attendance during the entire school year at a public school, unless that child is enrolled in an approved nonpublic school. At Madison Academy, students are expected to be in attendance every day that school is in session. Whenever a student misses school, he or she must bring a note from the parent stating the reason for the absence. The parent may call the Madison Attendance line and provide the following information: student name, teacher, date(s) of absence, reason for absence, parent phone number but written documentation with the same information is required before the absence or immediately upon the return to school. We realize that things happen which are out of our control, however, a note from the parent does not necessarily mean the absence is excused. If the reason falls under the excused category, the absence will be marked excused. If not, it will be marked unexcused. The determination between excused and unexcused will be made by the school administration. A pattern of unexcused absences exceeding 10 days may necessitate a meeting with administration to determine whether or not attendance is an issue impacting successful completion of academic requirements. Excessive absence of any type can be problematic and will be taken seriously into consideration regarding promotion and/or credit attainment.

Excused Absences **(K-8) (9-12)**

Excused Absences are defined as:

- Too sick to come to school: An excuse note must be brought to the school office upon return to school for 1 or 2 day absences. For an extended absence (3 days or more), a doctor's note is required.
- Vacation out of town: Please limit to no more than 5 school days total, with approval from administration. The student will be responsible for any work missed (see the makeup work policy for details).
- Doctor or dental appointments: As much as possible these should be scheduled around school hours. The parent must provide documentation to the office when the student returns to school.
- Passing of a family member or friend: The parent must provide documentation showing attendance at services.

Any other reason will be considered unexcused. If a pattern of absences becomes apparent, a conference with the parent/guardian will be convened to seek a resolution to the situation.

Half day absences **(K-8) (9-12)**
Students who arrive after 9:30 am will be counted absent for 1/2 day. Likewise, students leaving before 11:00 am will be counted absent for 1/2 day.

Truancy **(K-8) (9-12)**
The State of Michigan holds parents responsible for student attendance. A notice of truancy will be sent by U.S. mail to the parent/guardian following a student's absence from school according to the following criteria:

- 1st notice - 3 days of accumulated unexcused absences
- 2nd notice - 8 days of accumulated unexcused absences
- 3rd notice - 13 days of accumulated unexcused absences
- Petition to Genesee County Prosecutor's Office - 15 days unexcused absences

In the event that a student in grades 1st through 5th, has accumulated 15 or more unexcused absences, Project Chalkboard Procedures, as established by the Genesee County Prosecutor's Office, will be implemented. If a student in grades 6th through High School accumulates 15 or more unexcused absences, whether through educational neglect on the part of the parent (MCL 712A.2(b)(1)), or the child's willful absence from the school program (MCL 712A.2(a)(4)), a Truancy petition will be filed with the Family Division of the Genesee County Circuit Court. Further action concerning the attendance of the child will then rest with the Genesee County Prosecutor's Office. Ultimately, keeping track of their child's attendance is the parent's responsibility; failure to receive an attendance notification letter from the school does not excuse parental responsibility.

In addition, students who accumulate more than 15 absences in a school year face the possibility of not being promoted to the next grade at the year's end.

Tardiness **(K-8) (9-12)**

- Students are considered tardy if they arrive after the school day has begun.
- Tardy students must go to the tardy officer and obtain a late slip before being admitted to class.
- Parents must walk students into the school when the student is tardy.
- Five (5) unexcused tardies will equal 1 unexcused absence.
- Students who arrive after 9:30 am will be counted absent for 1/2 day. Likewise, students leaving before 3:00 pm will be counted absent for 1/2 day.

CLOSED CAMPUS (K-8) (9-12)
Madison Academy has a closed campus policy. This means once students have arrived in the morning, they may not leave the school without permission from the school office until the school day ends. If a student needs to leave, the following procedures must be followed:

1. The parent must contact the front office (not the teacher) and request permission for the student to be dismissed.
2. The office will contact the learning center and inform the teacher and student of the pick up time.
3. When parents arrive they must come to the school office.
4. The parent must sign the student out at the front office.

5. The office will then call to have the student dismissed. All students are to remain in their learning environment until the parent arrives to the school.
6. The parent will not need to go to the classroom teacher when picking up the student. The student will be called to the office.
7. Students who arrive after 9:30am will be counted absent for 1/2 day. Likewise, students leaving before 3:00pm will be counted absent for 1/2 day.

When followed, this procedure allows both the home and the school to be aware of what is happening and helps us to monitor the safety of the student.

No student will be allowed to leave school without the parent's permission being communicated to the school by phone or in person. Any student who leaves the school campus without office permission will be considered withdrawn from the school and is automatically suspended until such time as the parents and principal have a conference to allow the student to return. Disciplinary action will likely follow. Students may not leave the school grounds for personal reasons such as but not limited to, shopping, dining, or socializing and return unless prior written permission from administration has been secured.

STUDENT DRIVERS

All students must obtain a valid parking pass, per the Board Policies for Madison Academy High School. Students are authorized a valid parking pass provided the students are licensed drivers and have been granted permission by the School Leader to drive a motor vehicle on Academy grounds.

Listed below are the policies for student use of motor vehicles at Madison Academy High School.

- STUDENTS MUST PURCHASE A PARKING PERMIT TO PARK IN MAHS PARKING LOT. COST IS $30.00 A YEAR.STUDENT MUST GIVE A COPY OF THEIR VALID DRIVER'S LICENSE AND PROOF OF CAR INSURANCE TO THE ADMINISTRATOR. IF STUDENT DOES NOT HAVE A VALID DRIVER'S LICENSE AND PROOF OF INSURANCE THEY WILL NOT BE ALLOWED TO PARK IN MADISON ACADEMY HIGH SCHOOL PARKING LOT
- The Board/Madison Academy High School will not be responsible for motor vehicles which are lost, stolen, or damaged on school property.
- No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.
- The school leader shall establish standards for the granting of permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

***Students may not operate a motor vehicle or park vehicles on school grounds without a valid Operator's license, proof of insurance, registering the vehicle with the office and purchasing a parking pass.**

VISITORS TO THE SCHOOL (K-8) (9-12)

In order to maintain proper security, **all** visitors to the school must check in at the school office immediately upon arrival. A visitor is anyone who is not a current student or staff member. Social visits during the educational day are discouraged. Limiting distractions, however well-intended, is a high priority. Classroom visits must be scheduled and approved. Volunteer opportunities are encouraged and supported but must be structured and approved. Visitors must present identification, state the purpose and intended length of their visit, sign in and obtain a Visitor's Badge. This badge is to be worn at all times and remain easily visible to staff. At the end of the visit they must sign out. Parents are our students' first

role models and are expected to support the school staff in a manner that reflects responsibility and respect. If a problem arises, parents are encouraged to meet with the teacher and or administration to calmly work out a solution. In the unfortunate event that a parent or visitor allows their emotions to get the better of them and communication becomes aggressive, loud, or confrontational, that person will be asked to leave the grounds and schedule another time to further discuss the issue. If there is a refusal to leave the grounds without further incident, authorities will be notified and the person will be removed. Should this occur, further access to the premises may be restricted. In the interest of the emotional and physical well-being of our students, the school environment needs to be a model of safety and stability. Whether in-person, written, or by phone, the communication should be calm and non-confrontational. If communication from a parent/guardian or other visitor becomes inappropriate, the communication will be halted and another attempt will be made at a later time to rectify the matter.

PHONE CALLS AND MESSAGES (K-8) (9-12)

During the school day students are not allowed to receive phone calls from anyone except their parent or guardian. Even then, it is better if a message can be delivered to them from the office. The less we have to interrupt the learning environment the better.

If a student needs to make a phone call from the school and not in his/her classroom, he/she must get ***written*** permission from their teacher or other staff member.

Messages for teachers and administration must be handled through the Main Office, staff email, or voicemail. Please take the time to make an appointment to speak with staff and give clear information as to the nature of the issue so that appropriate attention and care may be taken to accurately address your concern.

Messages to staff will be prioritized and information about the nature of the call or visit will be requested. Confidentiality will be maintained at all times but disclosure of the details and nature of the incident is required to effectively manage the safety and security of our students and staff. If requested information regarding the nature of the concern is not provided, meetings will not be scheduled and calls will not be returned. Special attention is paid to safety and emergencies take priority over other concerns. Messages will be routed to personnel determined to be most appropriate to address the concern.

Aggressive, confrontational, or abusive communication will not be tolerated during phone, email, or face-to-face communication. Calls will be ended after a warning if unacceptable communication is occurring.

SCHOOL CLOSING INFORMATION (K-8) (9-12)

All scheduled closings of Madison Academy are listed on the school year calendar available in the school office and in this handbook. When the school has an unscheduled closing, such as a weather-related closing, the radio and TV stations will be the primary means of announcement. In such situations we will try to make a decision by 7:00 am and will notify local stations. Please remember, if it is not on the TV or radio, or you are not called and/or emailed via ADT Alert, we are having school.

PARENT NEWSLETTERS (K-8) (9-12)

A monthly newsletter is sent home to keep parents informed of the events in the school. These newsletters are Madison Academy's way of communicating with the parents about school information and

news. Please look for this newsletter each month. An updated newsletter is posted by the office each week and on our website. Policy updates and announcements found within these documents are extensions of this handbook and should be treated as such.

PARENT/EDUCATOR CONFERENCES (K-8) (9-12)
An essential ingredient in student achievement is direct parental involvement. Parent/Educator conferences are scheduled two times during the academic school year. This provides opportunities for parents and teachers to discuss each student's academic and social growth. Both afternoon and evening conferences are held for parental convenience. Report cards will not be sent home if there is an opportunity for conferencing. With the exception of third semester, report cards are only available at these conferences

STUDENT PERSONAL PROPERTY *
Madison students are allowed to bring the items necessary for proper functioning at school. Such items would include pencils, ink pens, erasers, rulers, protractors, tissues, etc. Any other items such as electronics, Phones, CD players, MP3 players, portable gaming devices, cameras, playing cards, toys, etc., are not allowed unless required or permitted by school personnel (in writing). Items of great personal or monetary value should not be brought to school as their presence may be a distraction. Also, reimbursement or replacement for the loss or damage of these items **will not** be the responsibility of Madison Academy.

Students are forbidden to bring any kind of weapon to school. Students who bring weapons to school will be subject to expulsion proceedings. Likewise, students whose actions endanger student lives or school property be subject to severe consequences including potential expulsion.

FORBIDDEN ITEMS (K-8) (9-12)*
Madison Academy students will not be allowed to have certain items at school at any time. These items will be confiscated immediately and not returned. Disciplinary consequences for the possession of these items or the knowledge of their possession without report to administration will be severe. Such items include, but are not limited to:

1. Knives
2. Guns
3. Martial arts weapons such as stars, swords, etc.
4. Drugs or drug related items. The only exception is prescribed medicine that is kept in the school office and administered in the presence of designated personnel with administrative permission and signed forms.
5. Pornography
6. Any unapproved music, DVD, or video
7. Clothing in violation of dress code.
8. Fireworks of any kind
9. Matches
10. Lighters
11. E-cigs/Vapes
12. Straight pins or needles
13. Alcohol of any type

14. Any tobacco product
15. Any electronic device
16. Gum, candy or mints
17. Playing cards of any kind
18. Dice or poker chips

CELL PHONES and ELECTRONIC DEVICES (K-8)

Students needing to carry a cell phone on school property must have filled out the cell phone form located in the permissions section of the handbook. All cell phones need to be powered off and turned into the homeroom teacher to be locked up upon arrival. If a staff member has reason to believe that a student is in possession of or using a cell phone for any reason during school hours the staff member will ask that the phone be handed over to them immediately. Failure to hand the phone directly to the staff member without complaint or delay (including operating any of the buttons on the phone) will be viewed as insubordination and impeding staff in the performance of their duties, which will carry further consequences. After determining that the phone is on, the staff member will request that the student turn the phone off immediately and hand the phone back to the staff member. The phone will be packaged, labeled with the student's name and turned over to the Main Office. Confiscated phones will **only** be turned over to the parent or legal guardian of the student in the Main Office.

Students should NOT be found in possession of a phone belonging to another person. If a phone is confiscated from a student and the phone is the property of another, the parent or guardian of the owner of the phone must reclaim it from the Main Office.

No pictures or videos may be taken with a cell phone by a student on school grounds without written permission of staff. Distribution of images or content that is deemed to be offensive using a cell phone (including text messages, images, voice messages, emails, etc.) will be dealt with severely. Messaging of any type during a testing session or when the recipient of the message is in a testing session will be viewed as academic misconduct regardless of the content of the message.

If possession or use of cell phone becomes a persistent problem in the classroom or school area then the student may lose their privilege to carry a phone on school grounds.

Text Messaging, mobile email, and other file transmissions are prohibited unless written permission is given by administration prior to transmission.

Use of images or audio content captured on school grounds without administrative written permission is prohibited unless written permission is given by administration prior to capture.

Any electronic device capable of transmitting information falls under this policy such as but not limited to: Smart Watches, Earbuds, Air Pods, iPods, iTouch, Media Players, Zune, video camera, digital camera, etc.

In the event that a student is caught in possession of a cell phone during school hours, the following consequences will apply:

1. First Offense -phone confiscated and parent notified
2. Second Offense - phone confiscated and parent is required to come pick up the device from the school (if parent is unable to pick up device- the student will be allowed to take device home at the end of the day and will serve an ISS the following day)
3. Third Offense - phone is confiscated and the student will be issued an out of school suspension the following school day.
4. Fourth Offense- phone is confiscated and classes will be closed pending a parent meeting

CELL PHONES and ELECTRONIC DEVICES (HIGH SCHOOL)

Cell phones, media players and other related portable electronic devices may be used before school, after school and during a student's lunch period. Earbuds, headphones and other related devices are prohibited. Madison Academy is not responsible for and assumes no liability for the loss or theft of cell phones or other electronic devices.

All cell phones will need to be powered off and not in sight during the school day from 7:15am - 2:15pm.

Phones are only allowed during lunch.

We are very serious with this rule, phones will not be allowed in class at any time. If they are seen, even in their pockets, the phone will have to be turned in to the main office. All teachers have chrome books in their classrooms for educational technology purposes.

In the event that a student is caught in possession of a cell phone during school hours, the following will apply:

1. First Offense - Student secures the device and places the device in a sealed envelope which is turned into the Main Office and parent notified

2. Second Offense - phone confiscated and parent is required to come pick up the device from the school (if parent is unable to pick up device- the student will be allowed to take device home at the end of the day and will serve an OSS the following day)

3. Third Offense - phone is confiscated and the student will be issued an out of school suspension the following school day.

4. Fourth Offense- phone is confiscated and classes will be closed pending a parent meeting.

Additional offenses may result in loss of privilege of bringing a cell phone to school, and additional disciplinary consequences as listed above.

- In all cases, the district will work with the students using Restorative Practices to support student growth in following the MAHS Cell Phone Policy.

SEARCH AND SEIZURE POLICY (K-8) (9-12)

Madison Academy reserves the right to search a student's person and belongings in the event the school suspects the student possesses an unapproved or missing item(s). Such a search may be conducted without the student or parent's permission, and registration of the student in the school constitutes parental consent to such searches. Items which may be searched include, but are not limited to the following:

- Student's desk
- Backpacks
- Purses
- Pockets
- Lockers

If unauthorized, stolen, or illegal items are found in the searches, the school reserves the right to confiscate such items. These items may or may not be returned to the parent. If they are returned, they will be only to the parent. If illegal items are found, the principal will schedule a parent conference to discuss what action is to be taken, and determine whether or not the authorities will be notified.

POLICY ON SEARCHES OF PUPILS' LOCKERS AND LOCKER CONTENTS (K-8) (9-12)

LOCKERS ARE SCHOOL PROPERTY:

All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the public school principal or his/her designee. Unapproved locks will be cut from lockers and discarded. No financial liability for these locks rests with Madison Academy and no restitution will be made for their damage in removal.

LEGITIMATE USE OF SCHOOL LOCKERS:

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the public school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the public school principal or his/her designee.

SEARCH OF LOCKER CONTENTS:

Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parental/ guardianship or pupil consent. The public school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

SEIZURE:

When conducting locker searches, the public school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/ guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the locker.

NOTICE OF POLICY:

A copy of the local school board policy regarding locker searches shall be provided annually to each pupil and parent/guardian of the pupil assigned a school locker.

REFERENCES:

The Revised School Code, 380.1306, 2000 PA 87 (Locker Searches)
New Jersey v. *T.L.O.,* 469 U.S. 325 (1985)
U.S. Constitution, Amendment IV
*If the board of a school district, local act school district, or intermediate school district or board of directors of a public school academy operates a school that has pupil lockers, . . . the board or board of directors shall adopt a policy on searches of pupils' lockers and locker contents. The board or board of directors shall provide a copy of this policy to each pupil at a school that has lockers and to the parent or legal guardian of each of those pupils. The board . . . shall also provide a copy of the policy to the department upon request by the department. [380.1306(2)]

LOST AND FOUND (K-8) (9-12)

It is inevitable that a student at some time in the year will misplace something. Found items will be placed in a "Lost and Found" box. These items will be available for parents and students to look through as needed and will be displayed for open houses and parent educator conferences. Due to high volume, the "Lost and Found" items will be donated to charity after a minimum of three weeks in lost and found bins or following a display at an open house or conferences. Any item of value, such as jewelry, etc. will be kept in the office for identification prior to return. We strongly advise that you label all clothing and personal property so that misplaced items may be returned.

STUDENT DISCIPLINE

POLICY
The authority of the Madison Academy Board of Education to authorize suspension or expulsion and to make reasonable rules and regulations regarding discipline is granted in Section MCL380.11a; MSA 15.4011 of the Revised School Code.

RESTORATIVE PRACTICES
As outlined in the policy on Student Discipline, the Madison Academy Board of Education has the right to authorize consequences such as suspension or expulsion. These measures, however, will be utilized after considering alternative measures such as Restorative Practices. Restorative Practices are defined as “practices that emphasize repairing the harm to the victim and school community caused by a pupil’s misconduct.” These practices may be utilized as an alternate or in addition to suspension or expulsion and may include peace circles, voluntary victim-offender conferences, mutual consequences developed by both parties and other strategies. Restorative Practices assist in providing support for both the victim and the offender in a sustainable and meaningful manner.

STUDENT CODE OF CONDUCT PHILOSOPHY (K-8) (9-12)
Madison Academy is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. One of the most important lessons education teaches is discipline. While it is not a formal subject, it underlies the entire educational process. Discipline is the joint responsibility of students, parents, family, staff, and administration. Discipline includes self-control, character development, orderliness, and efficiency. Proper conduct and consideration of others are goals of student discipline.

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

The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination. Information obtained from the student discipline log will be considered when preparing behavior plans for individual students.

WHEN AND WHERE THE CODE OF STUDENT CONDUCT APPLIES:
The Code of Student Conduct applies before, during, and after school:

- When a student is at school. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises;
- When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff; and

- When a student is using school telecommunications networks, accounts, or other district services. This includes text messages, phone calls, letters, notes, emails, and internet communication.

VIOLATIONS OF THE CODE OF STUDENT CONDUCT:

Student misconduct is classified into three levels. In addition to these three levels of discipline, a teacher may suspend a student for his or her conduct in a class, subject or activity. The revised School Code, MCL 380/1309, Provides that teachers may suspend a student from a class or activity for up to one day. Should a teacher utilize this option, he/she will send the student to the office and immediately notify a building administrator of the suspension. The student will not be returned to the teacher's classroom until the passage of one full school day from the time of the student's infraction. The administrator will determine if additional disciplinary action should be taken beyond keeping the student in the office for the remainder of the class period. The teacher must attempt to contact the student's parent/ guardian on the day of the suspension to schedule a follow-up conference. A building administrator will be present at the conference if requested by the teacher or parents/guardian.

A student may receive a teacher imposed suspension for the following:

1. Conduct that interferes with the maintenance of classroom discipline and operations;
2. Persistent violation of classroom rules;
3. Conduct that jeopardizes the safety or welfare of students of teacher

Examples include, but are not limited to, the following conduct:

1. Throwing objects that can cause bodily injury or property damage;
2. Fighting;
3. Directing profanity, vulgar language, or obscene gestures toward the teacher or other students;
4. Violating safety rules as communicated in student handbooks or classroom rules;
5. Failing to comply with directives given by the teacher;
6. Expressing racial or ethnic slurs towards the teacher, other staff members, volunteers, or another student;
7. Engaging in any misbehavior that gives the teacher a reasonable belief that such conduct will incite violence;
8. Possessing a laser pointer;
9. Violating district dress code standards;
10. Excessive Tardiness;
11. Destroying/ Defacing school property
12. Violating computer use policies, rules or agreements.

This Public Act will be applied in a manner consistent with the rights secured under federal and state law to students who are determined to be eligible for special education programs and services.

The definitions of misconduct at each level are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action. School district staff may use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for Level I and Level II violations. The staff will refer Level III violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions. A teacher may issue

suspensions for up to one day. The principal or assistant principal may issue short-term suspensions. The district's board of education or its designee may issue long-term suspensions or expulsions.

Any student involved in the investigation of a possible violation of the student code can be required to complete a written statement of their recollection of events upon request of school staff. Failure to do so will be viewed as interference in the performance of school personnel duties and insubordination and will result in consequences being levied. Any false information given in these statements will be viewed in the same manner with the same or greater consequence.

SHORT-TERM SUSPENSION:
A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

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

EXPULSION:
An expulsion occurs when the school district's administration terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified by the school board or state law. The parent/guardian of the student may petition the school board to request the student's reinstatement to school, as permitted by state law.

LEVELS I, II, AND III VIOLATIONS
Depending on the severity or repetition, a Level I violation may be reclassified as a Level II or Level III violation at the discretion of the school administration.

LEVEL I VIOLATIONS:

1. **Cheating/Academic Misconduct**
   A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline.
2. **Defacement of Property**
   A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement and warrant consequences.
3. **Disorderly Conduct**
   A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

4. **Inappropriate Displays of Affection**
   Students will not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.
5. **Inappropriate Dress and Grooming**
   A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distracting or indecent, to the extent that it interferes with the learning and teaching process. Failure to comply with the dress code policy may lead to additional disciplinary actions determined by building administration.
   1st Offense: Verbal Warning/ Students will be issued a MAHS temporary shirt that must be returned by the end of the day before they depart the building
   2nd Offense: Students will be issued a MAHS temporary shirt that must be returned by the end of the day, Parent/ Guardian will be contacted for a change of clothes or to transport the student home for the day, Detention will be assigned.
   3rd Offense: Students will be issued a MAHS temporary shirt that must be returned by the end of the day. Parent/ Guardian will be contacted for a change of clothes or to transport the student home for the day, 1-day OSS and student loses all dress code privileges for the remainder of the semester (students who violate the dress code policy and loses privileges, must wear a uniform (Collar shirt and khakis/ dress pants). Those students will be given an opportunity to earn back their dress code privileges at the start of the new semester.
6. **Insubordination/Unruly Conduct**
   A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.
7. **Leaving School Without Permission**
   A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.
8. **Negligent or Improper Operation of a Motor Vehicle**
   A student will not negligently operate a motor vehicle on school property, so as to endanger the property, safety, health, or welfare of others.
9. **Possession of Inappropriate Personal Property**
   A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to pornographic or obscene material, laser lights, personal entertainment devices, computer games, electronic pagers or beepers, radios, television sets, cassette players, compact disc players, telephones, or other personal communication devices. Certain devices may be permitted for health or other reasons, if approved by the principal.
10. **Profanity and/or Obscenity Toward Students**
    A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any other student. A list of unacceptable words will be available for parent/guardian review upon request.
11. **Sexual Harassment (Level I)**
    A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.
12. **Smoking/Vaping (and tobacco paraphernalia)**

A student will not smoke, use tobacco, or possess any substance containing tobacco in any area under the control of a school district, including all activities or events supervised by the school district.

Using, possessing, or distribution of electronic cigarettes, vaporizers/"Vapes" or "Vape Pens" or any other device fashioned to inhale any substance into the lungs, any oil or liquid used by the listed devices or any other related paraphernalia. These items are considered contraband and are subject to confiscation. Confiscated items will be claimed only by **parents** from the school office within 30 calendar days. Unclaimed items will be discarded at no expense to the school.

13. **Tardiness**
    A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.
14. **Skipping**
    Due to the importance and seriousness of every student's well-being here at Madison Academy, it is vital that all students are accounted that enters Madison Academy High School daily. Therefore, students will not fail to be in his or her place of instruction at the assigned time without a valid pass/ excuse. Students who violate this rule and caught skipping class at any time without proper documentation (hall pass) will be subject to possible detention, parent- administrator conferences and/or suspension. Repeat offenders will be subject to expulsion and a board review.
15. **Technology Abuse**
    A student will not violate the district's "Technology Use Guidelines."
    Recording still or video images is prohibited unless specifically authorized by a staff member as part of an instructional program. Posting or transmitting recorded images or video shall be limited to that which is related to school assignments and projects, and shall only be done in accordance with the Madison Academy Acceptable Use Policies.

    *For the first offense, confiscated items will be returned to the student at the end of the school day. For the second offense, confiscated items will be claimed only by **parents** from the school office. The third offense will result in the student being prohibited from bringing electronic devices to school. After forty (40) days, unclaimed items will be discarded at no expense to Madison Academy. Any exception to this policy must be preapproved by the building administrator.*

16. **Trespassing**
    A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.
17. **Truancy**
    A student will not fail to report to the school's assigned class or activity without prior permission, knowledge or excuse by the school or parent/guardian.

SCHOOL RESPONSES TO LEVEL I VIOLATIONS:

School administrators and staff may use appropriate intervention strategies, as determined by local district policies including, but not limited to, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and

programs for anger management and violence prevention. Any of the following intervention strategies and disciplinary actions may be used:

- Administrator/student conference or reprimand;
- Administrator and teacher-parent/guardian conferences;
- Referrals and conferences involving various support staff or agencies;
- Daily/weekly progress reports;
- Behavioral contracts;
- Change in student's class schedule;
- School service assignment;
- Confiscation of inappropriate item;
- Restitution/restoration;
- Before- and/or after-school detention;
- Denial of participation in class and/or school activities;
- Weekend detention;
- In-school suspension;
- Other intervention strategies, as needed;
- Out-of-school suspension (short-term) from one (1) school day up to and including ten (10) school days;
- Law enforcement agency notification.

LEVEL II VIOLATIONS:

Depending upon the severity or repetition, a Level II violation may be reclassified as a Level III violation at the discretion of the school administration.

1. **Destruction of Property**
   A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.
2. **Failure to Serve Assigned Detention**
   A student will not fail to serve an assigned detention of which students and/or parents/guardians have been notified.
3. **False Identification**
   A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
4. **Fighting**
   A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated. *Any incident of fighting will exempt students from any after school functions (i.e. Lock-ins, dances, etc. Per administration decision).
5. **Forgery**
   A student will not sign the name of another person for the purpose of defrauding school personnel or the Board of Education.
6. **Fraud**
   A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

7. **Gambling**

   A student will not engage in any game of chance or contest wherein 1. money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

8. **Bullying/Harassment/Intimidation**

   "Bullying, harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect or harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic.

9. **Social Media Use**

   A student's social media use interferes with the educational purpose of the District when it causes or it is reasonably foreseeable that it will cause a substantial disruption within the school environment. Improper use of social media includes, but is not limited to, posting the following:

   - threats of violence;
   - threats of bullying, or cyber-bullying;
   - threats of harassment or actual harassment;
   - advocacy of illegal items or activities;
   - vulgar or offensive language; or
   - lewd and lascivious material.

   Such use detracts from the educational mission and will be subject to disciplinary action including temporary mobile device confiscation and up to expulsion, depending on the severity of the violation.

10. **Gang Activity**

    A student will not, by the use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

    Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's educational mission.

    Gang activity includes:

    1. Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
    2. Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
    3. Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
    4. Recruiting student(s) for gangs.

11. **Hazing**

    A student will not haze or conspire to engage in hazing of another. As used in this section, "hazing" includes any method of initiation or preinitiation into a student organization or any pastime, or amusement, engaged in with respect to such an organization which causes, or is likely to cause,

bodily danger, physical harm, personal harm, or personal degradation or disgrace. The term “hazing” does not include customary athletic events or similar contests or competitions.

12. **Improper, Negligent, or Reckless Operation of a Motor Vehicle**
    A student will not intentionally or recklessly operate a motor vehicle, so as to endanger the safety, health or welfare of others on school property.
13. **Loitering**
    A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.
14. **Profanity and/or Obscenity Toward Staff**
    A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.
15. **Sexual Harassment (Level II)**
    A student will not make unwelcome sexual advances, requests sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel or adult volunteers.
16. **Theft or Possession of Stolen Property**
    A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at $100.00 or less which does not belong to the student.
17. **Threat/Coercion**
    A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting. *(PLEASE SEE ATTACHED THREAT ASSESSMENT AND RESPONSE PROTOCOL FLOW CHART)*
18. **Alcohol and Drugs**
    A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school.

SCHOOL RESPONSES TO LEVEL II VIOLATIONS:

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Any or all of the following intervention strategies and disciplinary actions may be used:

- Any school response to a Level I violation, listed above;
- Out-of-school suspension (short-term) for one (1) school day, up to and including ten (10) school days.

NOTE: Fighting poses an immediate threat to student safety. In most cases, out-of-school suspension is imposed even for a first offense. The length of suspension will depend on severity or repetition.

- Long-term suspension or expulsion;
- Law enforcement agency notification;
- Denial of driving privileges.

Fighting will <u>usually</u> result in an immediate 3 to 5 day OSS on first offense and long-term suspension or expulsion on second offense based on the Discretion of Administration.

LEVEL III VIOLATIONS:

Depending on the severity or repetition, a Level I or Level II violation may be reclassified as a Level III.

1. **Alcohol and Drugs**
   A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school.
2. **Arson (Starting a Fire)**
   A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building, on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]).
   "Arson" means a felony violation as set forth in Chapter X of the Michigan Penal Code. (MCL 750.71 to MCL 750.80).
3. **Extortion**
   A student will not make another person do any act against his or her will, by force or threat of force, expressed or implied.
4. **False Fire Alarm or Bomb Report; Tampering with Fire Alarm System**
   Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. If a student enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined in the discretion of the school board, or its designee. (MCL 380.1311a[2]).
5. **Felony**
   A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.
6. **Fireworks**
   A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers.
7. **Interference with School Authorities**
   A student will not interfere with administrators, teachers or other school personnel by threat of force or violence.
8. **Physical Assault**
   A student will not physically assault another person. If a student enrolled in grade 6 or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days. (MCL 380.1310[1]). If a student enrolled in grade 6 or above commits a physical assault at school against a person employed by, or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5). (MCL 380.1311a[1]).
   "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence; touching of any kind. (MCL 380.1310[3][b], MCL 380.1311a[12][b]).

9. **Instigating**
   Instigating or participating in a disturbance, or causing a disturbance which interrupts the educational opportunities of others or threatens the general health, safety and welfare of others on school property or at a school sponsored activity.

10. **Robbery**
    A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.
11. **Sexual Assault**
    A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]).

    "Criminal sexual conduct" means a violation as set forth in Chapter LXXVI of the Michigan Penal Code. (MCL 750.520b to MCL 750.520g).
12. **Theft or Possession of Stolen Property**
    a. A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than $100.00 that does not belong to the student.
13. **Verbal Assault Against an Employee**
    a. Verbal Assaults Any student in grade 6 or above who commits a verbal assault on school property, on a school bus or other school related vehicle, or at a school sponsored activity or event against an Academy employee or against a person engaged as a volunteer or contractor for the Academy shall be suspended or expelled, depending upon the circumstances, for up to one hundred eighty (180) days. "Verbal assault" means a threat of an immediate harmful or offensive touching, coupled with an apparent immediate ability to commit the same, and which puts a person in a reasonable apprehension of such touching; or, the use of offensive language directed at a person, where such language is likely to provoke a reasonable person to physical violence; a bomb threat (or similar threat) directed at a school building, other school property, or a school related event. For purposes of this policy, the definition of assault also includes written threats. *(PLEASE SEE ATTACHED THREAT ASSESSMENT AND RESPONSE PROTOCOL FLOW CHART)*

    b. If a student enrolled in grade 6 or above commits a verbal assault, as defined by school board policy, at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the school district for a period of time as determined at the discretion of the school board or its designee. (MCL 380.1311a[2]).
14. **Weapons: Dangerous Instruments**
    A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A "dangerous instrument" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances; stun guns; BB guns; Pellet guns; razors; or box cutters.
15. **Weapons: Dangerous Weapons**

A student will not possess, handle, transmit, or use as a dangerous weapon, an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. (MCL 380.1313).

A “firearm,” as defined in section 921, title 18 of the United States Code (18 U.S.C. § 921) means:

a. Any weapon (including a starter gun) which will or is designed to, or may readily be converted to expel a projectile by action of an explosive;
b. The frame or receiver of any such weapon;
c. Any firearm muffler or firearm silencer; or
d. Any destructive device.
e. The term “firearm” does not include an antique firearm (18 U.S.C § 921).

State law requires the school board or its designee to permanently expel from the school district a student who possesses a “dangerous weapon” in a “weapon-free school zone,” subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]).
However, a school board is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- The weapon was not knowingly possessed by the student;
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon;

The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property. (MCL 750.237a).
“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. (MCL 750.237a).
If a dangerous weapon is found in the possession of a student while the student is in attendance at school or a school activity, or while the student is en route to or from school on a school bus, the superintendent or the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student’s parent or legal guardian and the local law enforcement agency. (MCL 380.1313[1]).

16. **Weapons: Use of Legitimate Tools as Weapons**
    A student will not use a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.
17. **Indecency**: A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety. Penalty - Administrative intervention to expulsion

SCHOOL RESPONSES TO LEVEL III VIOLATIONS:

Any or all of the following intervention strategies or disciplinary actions may be used:

- Any school response to a Level I or II violation, listed above;
- Long-term suspension or expulsion;

[NOTE: Drug-related behaviors pose an immediate threat to student safety. In all Level III drug-related cases, out-of-school suspension is imposed even for the first offense.]

- Placement in an alternative education program or transfer to another building;
- In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that, within three days after the expulsion, an official of the school district refers the individual to the appropriate county department of the family independence agency or county community mental health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral. (MCL 380.1311[4]).
- Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be from a source approved by the administration.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas *very serious* means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

Madison Academy Behavior Point System

All violations outlined in the student handbook will be assigned a point value, once a student reaches 20 points the student's classes will be closed and a disciplinary hearing will be held with the student, parents and administration to determine the student's future placement with Madison Academy.

All points assigned will be up to the discretion of administration.

Level 1 Violations
All level 1 violations will be valued from 1-5 points. The point value of each incident will be determined repetition of behaviors and severity of the behavior.

Level 2 violation
All level 2 violations will be valued from 1-10 points. The point value of each incident will be determined based on past behavior, repetition of behaviors and severity of the behavior.

Level 3 Violation
All level 3 violations will be valued from 10-20 points. The point value of each incident will be determined based on past behavior, repetition of behaviors and severity of the behavior and all level 3 violations are subject to immediate expulsion.

Parent Meetings
To ensure that parents are well informed of their child's behavior and accumulated points there will be parent meetings held when a student reaches 10 points, 15 points and 18 points.

Madison Academy Behavior Accountability Step System

All violations outlined in the student handbook will be assigned a step value, once a student receives their fourth step, the student's classes will be closed. Further disciplinary issues after receiving a fourth referral and a disciplinary hearing will be held with the student, parent/guardian and administration to determine the student's future placement with Madison Academy.

Students who violate Level's 1-3 are subject to consequences listed below.

Step #1: Students are issued a warning and are asked to comply with Teacher's classroom management and/or interventions.

Step #2: Parent phone call and parents will be sent a letter indicating that the student has one of the following;

a. Lunch Detention
b. After School Detention
c. Saturday Detention
d. Community Service (on school grounds)

Step #3: Parent- Teacher conference, Loss of Privileges such as sports, clubs, extra curricular activities, Administration-parent conference,
Step #4: Suspension (Any Offense/ Violation of the Code of Conduct can be classified under Administrative Discretion)

a. offense: 1-day to 10-day Suspension

Any student that commits any offense(s) after the 4th offense will be considered for a board hearing and their discipline log will be reviewed by Madison Academy Board and administration to determine the students future acceptance with Madison Academy High School.

The above policies are the minimal standards expected by Madison Academy High School. The final decision on the severity of discipline will be determined by the building administration.

ANTI_BULLYING POLICY: **(K-8) (9-12)**

The Madison Academy board of education prohibits acts of harassment or bullying. The board of education has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior. "Harassment or bullying" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, cell phone, personal digital assistant (pda), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristics. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

"Harassment" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Bullying" is conduct that meets all of the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional
- distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The Madison Academy Board of Education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors. The Madison Academy

board of education believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The Madison Academy board of education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline. Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Madison Academy board of education requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

The Board believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the Academy to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators,faculty, staff, visitors, and volunteers.

Bullying REPLACEMENT POLICY—SPRING 2015

BULLYING AND CYBERBULLYING ARE PROHIBITED

Bullying and cyberbullying of a student or any student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors, and volunteers, is prohibited. All pupils are protected under this policy, and bullying and cyberbullying are prohibited without regard to its subject matter or motivating animus.

DEFINITION OF BULLYING

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

A. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
B. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or
indirectly by doing any of the following:

A. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
B. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
C. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
D. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyberbullying," any reference in this policy to "bullying"shall also be deemed to refer to "cyberbullying."

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. "Telecommunications access device" and"telecommunications service provider" mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying and cyberbullying that does not occur "at school," as defined above, but that causes a substantial disruption to the educational environment may be subject to disciplinary action in accordance with this policy and applicable law.

Factors for Determining Consequences
• Age, development, and maturity levels of the parties involved
• Degree of harm
• Surrounding circumstances
• Nature and severity of the behavior(s)
• Incidences of past or continuing pattern(s) of behavior
• Relationship between the parties involved
• Context in which the alleged incident(s) occurred
Factors for Determining Remedial Measures
Personal
• Life skill competencies
• Experiential deficiencies
• Social relationships
• Strengths
• Talents
• Traits
• Interests
• Hobbies

• Extra-curricular activities
• Classroom participation
• Academic performance

Environmental

• School culture
• School climate
• Student-staff relationships and staff behavior toward the student
• General staff management of classrooms or other educational environments
• Staff ability to prevent and de-escalate difficult or inflammatory situations
• Social-emotional and behavioral supports
• Social relationships
• Community activities
• Neighborhood culture
• Family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

• Admonishment
• Temporary removal from the classroom
• Loss of privileges
• Classroom or administrative detention
• Referral to disciplinarian
• In-school suspension during the school week or the weekend, for students
• Out-of-school suspension
• Legal action
• Expulsion or termination

Examples of Remedial Measures

Personal

• Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
• Restitution and restoration
• Transformative conferencing/restorative justice

• Peer support group
• Corrective instruction or other relevant learning or service experience
• Supportive discipline to increase accountability for the bullying offense
• Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
• Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
• Behavioral management plan, with benchmarks that are closely
• Involvement of school disciplinarian
• Student counseling
• Parent conferences
• Student treatment
• Student therapy

Environmental (Classroom, School Building, or School District)

• Set a time, place, and person to help the bully reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
• School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
• School culture change
• School climate improvement
• Adoption of research-based, systematic bullying prevention programs
• Modifications of schedules
• Adjustments in hallway traffic
• Modifications in student routes or patterns traveling to and from school
• Targeted use of monitors (e.g., hallway, cafeteria, bus)
• General professional development programs for certificated and non-certificated staff
• Professional development plans for involved staff
• Disciplinary action for school staff who contributed to the problem
• Parent conferences
• Referral to Family counseling
• Involvement of parent-teacher organizations
• Involvement of community-based organizations
• Development of a general bullying response plan
• Peer support groups
• Law enforcement involvement (e.g., school resource officer, juvenile officer)

The Madison Academy Board of Education requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Madison Academy board of education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made.

The Madison Academy board of education prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Madison Academy board of education prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of harassment or bullying may range
from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The Madison Academy board of education requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

School Activities (K-8) (9-12)
A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school activity, regardless of location, during the suspension (including weekends and/or holidays). Students who are suspended out-of-school (OSS) are to be removed from campus immediately following due process and are not to be on school grounds for any reason while suspended.

Maintaining Class Progress (K-8) (9-12)
When appropriate in the judgment of the principal, a suspended student may maintain academic progress under the terms and conditions set by the principal. A suspended student must request work prior to serving their suspension. Requests made after the suspension may not be granted.

DUE PROCESS PROCEDURES (K-8) (9-12)

Short-Term Suspension
Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the charges. The student shall be given the opportunity to present an explanation or a differing statement of the facts. If the misconduct is determined, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short-term suspensions.

Students whose presence poses a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical. The student and parent/guardian shall be notified of the circumstances and action taken.

Expulsion
The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing. The board of education or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the board of education may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student." (MCL 15.268[b]). The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.
After the hearing, the board of education or its designee shall issue a decision, including a determination of disciplinary action.

Appeal to Board of Education for Reconsideration
A student aggrieved by the decision of the board of education may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request review or reconsideration by the board or its designee. The petition shall be in writing and contain the reasons that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or request for reconsideration.

Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education
Students previously identified under state and federal regulations as eligible for special education are entitled to an extra measure of consideration for the disability in student discipline procedures. Also, other due process provisions are triggered for any student if a review of a student's record indicates significant prior knowledge about a potential but unidentified disability. School personnel are advised to consult with their local and intermediate district administrators for special education and to refer to the most recent edition of Special Education Considerations in Student Disciplinary Procedures (Michigan Department of Education).

Interviews of Students by Police or Other Public Agencies (K-8) (9-12)
The school district endeavors to cooperate with law enforcement agencies. Law enforcement officials may interview students in school. School officials will grant law enforcement interviews with a student after considering the:
(1) type of incident;
(2) seriousness of the incident;
(3) age and maturity of the student;
(4) relationship of the incident to school and the educational process; and
(5) whether time is of the essence.

When practical, school personnel will be present during the police interview, and an attempt will be made to contact the parent/guardian prior to the interview if time permits. If the student is a minor and the parent was not present during the interview, the parent/guardian will be notified by the Principal or designee that an interview has taken place.

Notification to Law Enforcement Agencies (K-8) (9-12)
State law requires each school board to comply with the statewide school safety policy adopted by the Superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308). The statewide school safety policy requires the following types of incidents occurring at school be reported to a local law enforcement agency:
Armed Student or Hostage Robbery or Extortion
Suspected Armed Student Unauthorized Removal of Student
Weapons on School Property Threat of Suicide
Death or Homicide Suicide Attempt
Drive-By Shooting Larceny (Theft)
Physical Assault (Fights)
Intruders (Trespassing)
Bomb Threat Illegal Drug Use or Overdose
Explosion Drug Possession or Drug Sale
Arson Vandalism or Destruction of Property
Sexual Assault Minor in Possession of Alcoholic Liquor or Tobacco Products
(Criminal Sexual Conduct) Bus Incident or Bus Accident

IN-SCHOOL SUSPENSION RULES AND PROCEDURES (when implemented)

1. Students must report to the ISS Room when they arrive at school, students should report to the office if they arrive at school before 8:00 am. The ISS instructor will get breakfast for students if necessary on the way to ISS Room. Tardies to ISS or Check-Ins/Check-Outs (excused or unexcused will result in an extra day of ISS unless approved by the administration). Absences from ISS will be made up before returning to regular classes.
2. The ISS instructor will email teachers 1st period to notify them who is in ISS.
3. Students must bring books, paper, pencils, pens, and other materials to ISS.
4. The ISS instructor will assign students a seat. Students will remain seated at all times. Only essential movements related to the completion of assigned tasks will be allowed.
5. Students will not sleep or rest their heads on arms, desk, wall, etc. at any time.
6. Students will not talk to other students or make any noises.
7. Students will not pass notes to anyone.
8. Students will not eat candy or chew gum while in ISS.
9. Students may speak only when instructed to do so by the ISS instructor.
10. Students are expected to complete all work assigned by teachers or the ISS instructor.
11. Students will be brought lunch or students can bring a lunch from home and eat it in the ISS room. Drinks or food other than breakfast or lunch will not be allowed in the ISS room.
12. Students will be given bathroom breaks as deemed appropriate by the ISS instructor. The ISS instructor will escort the students to the bathroom.
13. Students may have the opportunity to talk with a counselor during the time they are assigned to ISS during times when the counselor is available. Counselor availability will be determined by interoffice email or chat message.
14. Students will not be allowed to use the phone unless there is an emergency.

15. Students will follow all school board policies and school rules while in ISS.
16. Students will not be allowed to participate in any after school activities, such as band, athletic events or drama, the day they are in ISS.
17. Students will follow Madison Academy dress code while in ISS.
18. Students will surrender **all** cell phones to the ISS instructor upon entering the ISS room. Phones will be returned to student at the end of the day. Should parents need to contact students during the day, calling the main office is required.
19. The instructor will contact parent/guardian of each student assigned to ISS to share information about student conduct and progress as well as to update contact information including email address.
20. Students will not mark on desks, chairs, study carrels, etc. Any defacing of the ISS facility (or other school property) will be considered an act of vandalism.
21. Any verbal instruction given by an administrator or ISS instructor shall supersede these printed rules and procedures.
22. Any violation of rules may result in additional days of ISS. The ISS instructor can assign extra days of ISS. The student may be referred back to an administrator; this may result in **OUT OF SCHOOL SUSPENSION.** Following the **OSS,** the student will return to ISS for remaining days of assignment.
23. ISS may be assigned by Administration only and in the following increments: 2-day, 3-day, 5-day. After these have been assigned and served, ISS is no longer an option.
24. Special Education students must serve ISS in their assigned rooms during their prescribed time (up to and including the entirety of the school day) and MUST follow the above guidelines except when prescribed accommodations (504 or IEP) dictate.

DRESS AND APPEARANCE CODE

Madison Academy holds high expectations for our students' success and has adopted the following uniform dress code:

Any and all requests for exception to this code must be handled PRIOR to attendance on campus. Exceptions for religious observance must be determined by the Board at a scheduled meeting.

K-8 DRESS CODE GUIDELINES (updated 8/9/23)

K-8 DRESS CODE GUIDELINES

K-8 DRESS CODE GUIDELINES

A. General Clothing Guidelines

All students MUST wear a Madison logo embroidered polo style shirt, a Madison logo T-shirt, Madison logo hoodie, or a Madison Logo crew neck sweatshirt. Orders can be placed in the office.
Students may wear a shirt or turtleneck under the Madison uniform shirt. Plain sweaters of any type may be worn over the Madison uniform shirt in the colors of black, white, navy, gray, red, or maroon. The only sweatshirt allowed to be worn in the classroom is a Madison logo crewneck/hoodie. No other hoodie/crewneck, coat, sweatshirt, zipper jacket, or vest will be allowed to be worn in the classroom. Additionally, no hoods may be worn during the school day, including those on the Madison Hoodies. If hoods are continued to be an issue -hoodies will no longer be allowed.

Students will need to be dressed for the weather conditions for outside play. This clothing will be stored in lockers when not being used outdoors.

B. Clothing

- *Skirts, jumpers, skirts, Capris, knee length docker style shorts, or slacks in SOLID black, navy blue, gray or tan khaki*
- *Jeggings with pockets and black jeans are permitted. Slacks or shorts must be uniform, Dickie or Docker style, or corduroy in black, navy blue, gray or tan khaki. . Pants may not sag and should be worn at waist level at all times. . No stretch pants, yoga pants, spandex, joggers, jogging pants. Skirts, jumpers, and skirts must be knee length when seated.*
- *NO PAJAMAS allowed including Jean days.***BLANKETS MAY NOT BE** used or wrapped around a student.
- *No blue jeans (unless announced by administration on dress down days).*
- *Socks, tights, nylons are to be colors and patterns that are not distracting. Socks may be any color but must be NON-DISTRACTING.*
- *Torso must be appropriately covered. NO BARE MIDRIFFS allowed.*

C. Jewelry

- *Jewelry may be worn but be NON-DISTRACTING*
- *Body piercing or tattoos should not be visible under any circumstances.*

D. Shoes

- *Shoes can be any shoe color as long as the toes and heels are enclosed.*
- *Additional athletic shoes are required for all grades for PE class.*
- *Heels are to be no higher than 1 inch in size. Soles are to be no higher than ½ inch.*
- *No slides, flip-flops, or house slippers allowed.*

HAIR/MAKEUP

- *Hair must be clean, and neat*
- *Hairstyles determined to be distracting by the staff will not be allowed.*
- *Hair accessories should be non-distracting.*
- *Makeup determined to be distracting by the staff will not be allowed.*
- *Nail polish that is non-distracting is permitted.*
- *Students in grades 7 and above are allowed to dress for gym class.*
- *No hoods, hats, bandanas, durags, sleep caps, and bonnets are permitted.*
- *Facial hair must be neat.*

**Administrative determination on all dress-code decisions.*

FRIDAY JEAN DAY (K-8)

*On designated Fridays only, students are allowed to wear a denim bottom, as in the guidelines below, for the uniform. If there is no school on a Friday, then there is no jean day that week. The bottom may be denim material that has no writing or inappropriate writing. If there are tears, rips, or holes in the jeans, pants must be worn underneath so that no skin is showing. The top of the uniform may be a Madison tee shirt or the Madison logo shirt only. All other parts of the uniform remain the same. *NOT EVERY FRIDAY IS A JEAN DAY. The privilege of participation in jean day by an individual student, or group of students will be determined by the teacher or administration and may be based upon behavior.*

Athletes (6-8)

Athletes are allowed to "dress up" for school during an away game and wear their jerseys to school for a home game. All other uniform rules still apply.

FIELD TRIPS (K-8)
Parents will be given the opportunity to purchase Madison uniform shirts in the fall so that students may have a shirt for field trips. The following guidelines apply:
Outdoor field trip: Students may wear a Madison shirt with uniform bottom unless otherwise determined by administration. Appropriate footwear and outside wear are also needed.
Indoor field trip: K-8 students are to wear their Madison logo shirt with jeans. Dress code socks and shoes apply.
Any student who fails to comply with the Madison Academy Dress Code will be subject to the following actions:
First Offense

- *Parent notified -send home violation form and brought back to school with parent signature*

Second Offense

- *Parents notified by teacher (call home and violation form sent home)*

Third Offense

- *Assignment to in school detention (lunch or recess)*
- *Parents notified by teacher (call home and violation form sent home)*

Fourth Offense

- *Parents notified by Administration*
- *Assigned to in school suspension*
- *Teacher will complete an electronic referral that will be filled in the student's permanent record.*

Fifth Offense

- *Teacher will complete electronic referral that will be filled in*

the student's permanent record.

- *Parent meeting with Administration*

Sixth Offense

- *Teacher will complete an electronic referral that will be filled in the student's permanent record.*
- *Assigned to out of school suspension*

HIGH SCHOOL DRESS CODE GUIDELINES

A. General Clothing Guidelines
All students **MUST** wear a Madison logo embroidered polo style shirt, a Madison logo T-shirt, or a Madison logo hoodie. Orders can be placed online or in the office.

Students may wear a shirt or turtleneck under the Madison uniform shirt. Plain sweaters of any type may be worn over the Madison uniform shirt in the colors of black, white, navy, grey, red, or maroon. The only sweatshirt allowed to be worn in the classroom is a Madison logo hoodie. **No other hoodie, coat, sweatshirt, zipper jacket, or vest will be allowed to be worn in the classroom.** Students will need to be dressed for the weather conditions for outside play. This clothing will be stored in lockers when not being used outdoors.

Clothing, accessories or personal grooming habits which interfere with or disrupt the educational process are not allowed.

B. Clothing

- Skirts, jumpers, skirts, Capris, knee length docker style shorts, or slacks in SOLID black, navy blue or tan khaki and jeans.
- **NO PAJAMAS** or sleepwear may be worn. Prohibited clothing includes, but is not limited to, pajama bottoms, robes and housecoats. **BLANKETS MAY NOT BE** used or wrapped around a student. Exceptions may be made per administrative approval.
- Pants must be secured so that undergarments are not visible. Skin must not show. No distressed jeans. Torso must be completely covered. **NO BARE MIDRIFFS** allowed. **No stretch pants, yoga pants, spandex, joggers, jogging pants.**
- Shirts shall be long enough to cover the top of pants, shorts or skirts. Clothing that is too tight or revealing will not be allowed.
- Items containing material deemed "obscene to minors" in the form of inappropriate messages or pictures deemed obscene to minors are prohibited.
- Skirts, jumpers, and skirts must be knee length when seated.
- Socks, tights, nylons are to be colors and patterns that are not distracting. Socks may be any color but must be NON-DISTRACTING.

C. Jewelry

- No jewelry except for a watch and one (1) ring, this includes Madison Academy class ring.
- No body piercing or tattoos visible under any circumstances.
- Necklaces may be worn under shirts provided that they are not visible.

D. Shoes

- **Appropriate footwear MUST be worn at all times. Safety considerations may dictate the type of footwear worn in specific classes or school settings. No slides, house slippers or flip-flops.**
- Additional athletic shoes are required for all grades for PE class.
- Heels are to be no higher than 1 inch in height. Soles are to be no higher than ½ inch.

HAIR/MAKEUP

- Hair must be clean, and neat and free of unnatural or distracting colors (Unnatural colors are considered but not limited to: bright red, pink, purple, blue, orange etc… Natural colors are considered: blonde, black, brown, reddish, brunette etc…).
- Hairstyles determined to be distracting by the staff will not be allowed.
- Hair accessories should be non-distracting.
- Makeup determined to be distracting by the staff will not be allowed.
- Nail polish that is non-distracting is permitted.
- Students in grades 7 and above will dress for gym class.
- Hats, caps, visors, hoods, bandanas, wave caps, durags and sunglasses are not to be worn in the classroom or building while school is in session unless approved by the building principal or his/her designee.
- Facial hair must be neat.

The above policies are the minimum standards expected at Madison Academy. The final decision on the appropriateness of student dress or grooming will be determined by the principal or his/her designee.

Any student who fails to comply with the Madison Academy Dress Code will be subject to the following actions:

1st Offense: Verbal Warning- Students will be issued a Madison Academy High School shirt that must be returned to main office before students depart the building for the day.

2nd Offense: Parent phone call and Community Service

3rd Offense: Parent Meeting and Detention (Lunch, After-School or Saturday)

4th Offense: 1- day Suspension (Any violation occurring after the fourth offense will result in that student losing their privilege of wearing jeans for the remainder of the current semester with their Madison Academy High School shirt. Therefore, that student must wear khakis or school uniform pants in order to be considered in compliance with Madison Academy High School Dress Code Policy).

Athletes (9-12)

Athletes are allowed to "dress up" for school on the days of away games and wear their jerseys to school for a home game. All other uniform rules still apply.

GENERAL REMARKS ON DRESS AND APPEARANCE (K-8) (9-12)

As a part of our health and wellness program, all students are expected to maintain high standards of cleanliness in their person and their clothes. We expect the clothes to be freshly laundered and free of rips, tears, and holes. Students are to bathe daily. They should come to school looking and smelling clean. Arms, faces, and legs should be free of any writing, tattoos, or stickers. Parents will be contacted if there is a problem in this area.

School uniforms must be worn according to the handbook. No extra clothing or accessories will be added to the school uniform items.

***Assembly* (K-8) (9-12)**

On some days throughout the year students will participate in assemblies. This is a time of fun, learning, team and school spirit. During assemblies, students and families are expected to act responsibly and respectfully. When entering, leaving or during the assembly, each student should:

- Walk quietly in a single-file line with their teacher or designated staff member.
- Enter the assembly quietly and quickly following any directions given for seating.
- Pay attention and NO TALKING during the assembly except when asked.
- Show positive actions only; no put-downs, boos, or derisive laughing, etc.
- Excessive noise will be requested to be controlled and then, if not remedied.
- the student will be removed, Leave quietly and quickly following their teacher or designated staff member.
- Leave in a single-file line.

Hallway Expectations

Students are expected to conduct themselves in an orderly and courteous manner in our hallways. When in the hallways of Madison Academy, students are expected to:

- Walk in a quiet, single-file line on the right side of the hallway.
- Students are to refrain from running, pushing, shoving, hitting or tripping other students.

- Students are to refrain from slamming locker doors, banging on lockers or walls, or yelling.
- Students are not to jump, touch lights, door frames, ceiling tiles, walls, or school clocks.
- Students are to refrain from touching any school artwork or class projects displayed on tables or walls in the hallway.

*There are several safety alarms throughout our hallways and touching them may trigger them. Students are not to touch these alarms and may face disciplinary consequences should they do so.

General Classroom Expectations

Each teacher will provide their students with a copy of their classroom rules and procedures. Students are expected to abide by these guidelines at all times. Whether the class is being supervised by the teacher, other staff member, guest teacher, substitute teacher, or volunteer parent students are expected to conduct themselves by:

- Arriving at each class and being seated on time.
- Bringing the required materials to class daily.
- Following classroom rules and procedures established by their teacher, as well as other school rules.
- Receive permission before leaving the classroom or school area.
- Cooperate with the teacher.
- Be courteous and kind to all classmates as well as all students in the school.

Cursing/ Disrespect (9-12)

Students will be guided by our district Mission and Vision here at Madison Academy High School. Students are expected to honor and comply with the Madison Academy Pledge *with the understanding that everyday is a new day, they'll be respectful, responsible and put forth full effort, so they will learn*. Any student who violates the Cursing/ Disrespect policy will result in the following actions but are not limited to the following:

1st Offense: Verbal Warning
2nd Offense: Parent Letter with explanation of offense and Community Service on school grounds
3rd Offense: Parent Meeting and Detention (Lunch, After-School or Saturday)

Any student that does not comply with the cursing/ disrespect policy and exceeds the 3rd Offense will result in further action upon the discretion of Madison Academy High School Administration. Those further actions may include but not limited to the following:

- Parent-Administration Meeting
- Suspension
- Board Review of actions/record

***Recess* (K-8)**

Physical activity is beneficial to children's proper growth and provides an effective outlet for excess energy. As part of our wellness philosophy, all K-8 students will receive up to a 20 minute recess as part of their school day. This recess period will be supervised by teaching staff and scheduled by them as it fits best within the daily schedule. Because fresh air is so important to developing lungs, students will go outside for classroom recess except in cases of hard rain, freezing rain, or temperature or wind chill below 20 degrees (recess or a like activity will be conducted indoors whenever possible). Please provide appropriate outdoor clothing for the weather. This may include hats, gloves, mittens, boots, coats, or jackets. These items are necessary and expected, as the school cannot provide these for the students.

Younger students in grades 4 and below will benefit greatly from the use of snow pants. If the proper clothing is not provided, then students will not be able to play outside.

Students in kindergarten will also receive an extra 15 minute recess in the morning and afternoon supervised by their classroom teacher. Students in grades first through second may receive one additional 15 minute recess either in the morning or the afternoon period supervised and scheduled by their classroom teacher.

Students are expected to use recess and playground equipment safely and conduct themselves in a safe and courteous manner. Any student not using the equipment appropriately or misbehaving will be subject to behavioral consequences. Continued unsafe or disruptive behavior may result in more severe disciplinary action.

Computer Lab and Laptop Computers **(K-8) (9-12)**
Students will have use of computers in our lab or from the laptop cart. Students are to follow all rules and guidelines set forth by the Madison Academy Board of Directors and the Madison Academy technology use policies. Parents will need to sign a release yearly to ensure they are of the understanding of the policies and procedures. If the Internet Permission slip is not signed then the student will not be allowed to use the Internet at Madison Academy. Violation of the acceptable use policy may result in limited use of technology.

CHEATING (Academic Misconduct) (**K-8) (9-12)**
Cheating is a serious offense that cannot be tolerated at Madison Academy. It is a flaw that becomes a mark against the student's character. It includes but is not limited to the following:

1. Using a cheat sheet
2. Collaborating with another student for answers
3. Having someone else do the work and let it stand as your own
4. Copying from another person's work
5. Not doing all the work and pretending it is all done
6. Changing wrong answers on a corrected test

In the event of academic misconduct, a failing grade on the assignment (including projects and tests) will be issued to any student involved in the inappropriate misconduct.

SCHOOL SUPPLIES (K-8) (9-12)
School supply lists vary from teacher to teacher and are on file in the office for the parent to receive a copy.

LUNCH SHIFTS AND FOOD
The lunch shifts may vary from year to year..
Please check with your child's teacher as to their lunch shift. We will serve a hot lunch for those who wish to participate, or students may bring a sack lunch.
Microwaves are not available for heating student lunches.

FUNDRAISING (K-8) (9-12)

Madison Academy will conduct fundraisers during the school year. They are valuable tools in providing things we cannot purchase otherwise and can help make up any shortages in the school experience. When fundraising is done, we try to select the least troublesome ones we can find. We do ask our school families to do their part in supporting these efforts.

Safety Drills

FIRE, TORNADO, AND EMERGENCY DRILLS (K-8) (9-12)
During the course of the school year Madison will conduct at least 8 fire drills, 2 tornado drills and 2 emergency drills. Records of these activities will be kept in the school office. Said records will contain the date, time and results of the drills. Any disruption of these drills will be dealt with seriously as these drills are crucial to the maintenance of safety. There is not to be talking by students during the entire drill including the return to class.

STUDENT RESPONSIBILITIES (K-8) (9-12)
Students are expected to attend school regularly, punctually, and to devote their energy to learning, under the supervision of the school staff. In addition to observing and understanding all of the rules of conduct of the school, students are expected to recognize that there are established channels through which rules and conditions can be appealed.

PARENT RESPONSIBILITIES (K-8) (9-12)
Parents are expected to insure regular and punctual attendance of their children, establish and maintain appropriate communications with Madison Academy, and assume responsibility for working cooperatively with the school personnel in resolving behavioral problems. Parents are also responsible for helping their child attend fine arts performances. Parents are our students' first role models and are expected to support the school staff in a manner that reflects responsibility and respect. If a problem arises, parents are encouraged to meet with the teacher and or administration to calmly work out a solution. In the unfortunate event that a parent or visitor allows their emotions to get the better of them and communication becomes aggressive, loud, or confrontational, that person will be asked to leave the grounds and schedule another time to further discuss the issue. In the interest of the emotional and physical well-being of our students, the school environment needs to be a model of safety and stability. Whether in-person, written, or by phone should be calm and non-confrontational. If communication from a parent/guardian or other visitor becomes inappropriate, the communication will be halted and another attempt will be made at a later time to rectify the matter.

It is encouraged that every parent become a part of Madison Academy and volunteer time to better the education of our students. There are many opportunities for volunteering and employment.

REVISION RIGHTS (K-8) (9-12)
This handbook and its policies are effective as of September 1, 2018. The school administration reserves the right to update and revise this document as is necessary. When such changes occur, a new revised handbook will be issued, posted on the Madison Academy website, or notification in a parent newsletter or other distributed notification in written form will be used.

CONCLUSION
Once again we extend a warm welcome to every student and family. Working together as a team, we can and will have a successful school year. Thank you for your commitment to Madison Academy.

Sample Attendance Notification Letter #1

Date: _____

Dear Parents:

Your child, _____ has _____ absences for the school year.

This is your:

_____ 1st notification because of 3 absences Date(s) _____

_____ 2nd notification because of 8 absences Date(s) _____

_____ 3rd notification because of 13 absences Date(s) _____

_____ A conference is required with _____ on _____

****Please Note: Five (5) unexcused tardies = 1 unexcused absence (K-8); Seven (7) unexcused tardies = 1 unexcused absence (High School).****

A provided in the Michigan School Code, all children between the ages of six and sixteen must be enrolled in a public or private accredited school on a regular basis. If the child is not in school, the district will file formal charges against the parents.

It is your responsibility to make sure your child, _____ arrives at school by _____ am daily. Please notify the school at 810-655-2949 (K-8) or 810-875-9050 (HS), if your child is unable to attend school. We are here to help and provide the best possible education for your child.

Thank you for your cooperation.

Sincerely,

_____

Staff Signature

Sample Attendance Notification Letter #2

Date: _____

Re: _____

Dear: _____

It has been brought to my attention that your child has a serious attendance problem. I hope that you can help in correcting this situation. It is important for you to be aware of the classes in which your child has been absent. Non-attendance and incomplete work required by the teacher will result in class failure and the necessity of the class being repeated.

Enclosed is a list of your child's classes and the amount of absences that he/she has been absent in each class. These absences are from the official attendance report as of _____. As you can verify from this list and the amount of absences, _____ is in need of guidance to alter the present habit of non-attendance. Madison Academy has an attendance policy and the school will enforce class closure/suspension of non-attendance. As provided in the Michigan School Code, all children between the ages of 6 and 16 years old must attend public or private accredited school on a regular basis. Student who are truant from school will be petitioned to the Genesee County Family Court. You and your child will be required to appear in Court and respond to these charges.

If you have any questions, please feel free to call me at 810-655-2949.

Sincerely,
Student Facilitator

Madison Academy Policies

Student Acceptable Use Policy

Madison Academy Student Acceptable Use Policy

Madison Academy considers the following uses of the Internet and World Wide Web (WWW) unacceptable, and just cause for taking disciplinary action, revoking privileges, and/or initiating legal action:

1. Personal Safety

a. Students shall not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc.

b. Students shall not agree to meet with someone they have met online without their parents' approval and participation.

c. Students shall promptly disclose to their teacher and or other school employee any message they receive that is inappropriate or makes them feel uncomfortable.

2. Illegal Activities

a. Students shall not attempt to gain unauthorized access to the Wide Area Network (WAN) or to any other Local Area Network (LAN) or computer system through the WAN, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purpose of browsing.

b. Students shall not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

c. Students will not use the system to engage in any other illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of another person, etc.

d. Students shall not use Madison Academy's computing resources for commercial or financial gain or fraud.

e. Students shall not use the system for political lobbying (Unless teacher directed as part of an administration-approved activity). Students may use the system to communicate with their elected representatives and to express their opinion on political issues.

f. Students shall not post chain letters.

g. Students shall not post anonymous messages.

3. System Security

a. Students shall be responsible for the use of their individual account, if assigned, and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide their account information and/or password to another person.

b. Students shall immediately notify the teacher if they suspect or have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access

c. Students shall avoid the inadvertent spread of computer viruses by following the Madison Academy virus protection procedures if they download software.

4. Inappropriate Language

Restrictions against Inappropriate Language apply to public messages, private messages and material posted on Web pages. For the purpose of this policy, Inappropriate Language can be considered to include, not necessarily limited to, the following clarifications:

a. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, racist, sexist, threatening, or disrespectful language.

b. Students shall not post information that, if acted upon, could cause damage or a danger of disruption.
c. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks.
d. Students shall not harass another person. Harassment is persistently acting in manner that distresses or annoys another person. If a student is told by a person to stop sending them messages, the student must stop sending messages to that person.
e. Students shall not knowingly or recklessly post false or defamatory information about person or organization.

5. Respect for Privacy

a. Students shall not repost a message that was sent to them privately without permission of the person who sent them the message.
b. Students shall not post private information about another person.

6. Respecting Resource Limits

Every effort shall be taken not to waste finite resources. Students shall not download extensive files unless absolutely necessary. If necessary, students will download the file at a time when the system is not being heavily used and immediately remove the files from the system computer to their personal computer.

7. Plagiarism and Copyright Infringement

a. Students shall not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings or others and presenting them as if they were original to the user.
b. Students shall respect the rights of copyright owners. Copyright infringement occurs when a individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the student should follow the expressed requirements. If the student is unsure whether they can use a work, they should request permission from the author or copyright owner.

8. Access to Inappropriate Material

For the purpose of this policy, Inappropriate Materials are those materials including, but not limited to, any materials not in support of the system's curriculum.

a. Students shall not use the WAN to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination towards other people.
b. If a student inadvertently accesses such information, they should immediately disclose the inadvertent access to the computer teacher at their school. This will protect students against an allegation they have intentionally violated the Acceptable Use Policy.

Consequences of Violations

In the event there is an allegation that a student has violated the District's Acceptable Use Policy, the student will be provided with notice and a hearing in the manner set forth in the disciplinary code(s) of Madison Academy.

Disciplinary action shall be tailored to meet specific concerns related to the violation and to assist the students in gaining the self-discipline necessary to behave appropriately in an electronic environment. If the alleged violation also involves a violation of other provisions of the disciplinary code(s) of Madison Academy, the violation will be handled in accordance with the due process provisions of the school and the school district currently in place.

It is every student's responsibility to cooperate in any investigation of a complaint or alleged violation of the policies by providing any information he/she possesses concerning the matters being investigated. Further, it is against city policy to attempt to alter, delete or destroy documents, files, etc. that are the subject of investigation. Students should realize that the Network Administrator can still recover files, which have been deleted.

Consequences to violations include by are not limited to:
•Suspension of Internet access;
•Revocation of Internet access;
•Suspension of Network privileges;
•Revocation of Network privileges;
•Suspension of computer access;
•Revocation of computer access;
•School suspension;
•School expulsion;
•Legal action and prosecution by the authorities.
Madison Academy has the right to restrict or terminate anyone's Network, Internet, and WWW access at any time for any reason. Further, Madison Academy has the right to monitor Network activity in any form that is deemed necessary to maintain the integrity of the Network.

Student Acceptable Use Policy
Registration Form
I have read the Madison Academy Student Acceptable Use Policy for the Internet and the World Wide Web, and agree to use these resources in accordance thereof.

Further, my parent(s) or guardian(s) and I have been advised that Madison Academy does not have control of the information on the Internet or the World Wide Web, which may contain material that is potentially offensive to some People. It is Madison Academy's intent to make Internet and World Wide Web access available to further educational goals and objectives.

Madison Academy believes that the benefits to educators and students from access to the Internet and WWW, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But ultimately, the parent(s) or guardian(s) of minors are responsible for setting and conveying the standards that their child(ren) should follow. We get daily and weekly updates of new sites that contain inappropriate material and the academy blocks those sites on its server. To that end, Madison Academy supports and respects each family's right to decide whether or not to allow their child(ren) to utilize the resources of the Internet and WWW.

The student and his/her parent(s) or guardian(s) shall understand that student access to the Internet and the WWW is being provided in support of the educational program. The specific conditions and services being offered will change from time to time. In addition, Madison Academy makes no warranties with respect to the academy's Wide Area Network and Internet, WWW service, and it specifically assumes no responsibilities for:

A. The content of any advice or information received by a student from a source outside the academy, or any costs or charges incurred as a result of seeing or accepting such advice;
B. Any costs, liability or damages caused by the way the student chooses to use his/her Internet, WWW access:
C. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of Madison Academy.

Student Internet Permission

Madison Academy 2018-2019 Grade:_____
Student Name (please print) _____
Date:_____

I have discussed Internet Safety rules with my child.
Signature of Parent/Guardian:_____ Date: _____

IN ADDITION TO THE ABOVE SIGNATURES, PLEASE SIGN BELOW
I give my child permission to use the Internet in the classroom for educational curricula reasons. *NOTE: All Internet activities are teacher directed.*

Signature of Parent/Guardian:_____ Date: _____
Print Parent/Guardian Name: _____

Publishing Student Work

Madison Academy is encouraged to have updated web pages for information and curriculum reasons. At certain times, a teacher might want to share student name, photo, or work on the web page or other publication. If you give permission for your child's name, photo, or work to be shared, please initial below. Please place your initials in the space provided to the left of each statement to indicate your choice(s):
_____ I give permission for my child's name to appear on their student web page should one be developed.
_____ I give permission for my child's photo to appear on their student web page should one be developed.
_____ I give permission for my child's work to be displayed on or off school premises in relation to Madison Academy activities or initiatives.
_____ I give permission for my child's photo/video/work to be shown in other publications of the academy.
Please return only this page – Keep all other pages for your future reference.

Possession of Cell Phone

I have read, understand, and agree to fully comply with Madison Academy's Cell Phone policy. Listed below are the identification details for the phone that my student will be carrying with my permission.

Cell Phone Identification: _____

Signature of Parent/Guardian:_____ Date: _____