



CORNERSTONE
HEALTH + TECHNOLOGY
HIGH SCHOOL

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Jared Davis, Principal

Parent – Student Handbook
2017-18

The Cornerstone Charter Schools: Health High School Board of Directors encourages students, staff, administration and parents to review this document and submit proposed modifications to the CEO's office no later than March 1 of each school year. The CEO will then compile all such recommendations and will provide for a review of the Student Handbook.

Adopted by the Board of Directors, June 2017

Kevin Schnieders, President

Robert Dutkiewicz, Secretary

Dr. Anne-Mare Ice, Board Member

The Cornerstone Charter Schools: Health High School Board of Directors meets every other month at the school. Public Notices of meetings are posted on the bulletin board closest to the main office.

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We admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities available at the school.

WELCOME LETTER

Dear Parents and Guardians,

Welcome to the Cornerstone Charter Schools Community!

As we face the promise and excitement of a brand new year, we would like to first say how grateful we are for your support and your active participation in the education of your child. You are truly your child's first teacher, and we are honored to serve alongside you.

Cornerstone has always believed in providing a safe, loving and nurturing environment for every child. In this light, we ask that you sit with your child and take time to review the important information and high expectations contained in this parent and student handbook.

We look forward to the blessing of another school year on our never ending path of continuous improvement.

Sincerely,

Reid Gough

Reid Gough
Chief Executive Officer

PARENT-SCHOOL AGREEMENT

Cornerstone Health + Technology High School is committed to the development of social and academic excellence in young people. Our community believes in the power of: patience, humility, kindness, self-control, hard work, discipline and above all, love.

True excellence can only be attained with the cooperation and dedication of the three principal partners in a student's education: *parent/guardian*, *school faculty*, and *student*. The level of effort and dedication put forth by these three partners will ultimately determine each student's level of success at CH+THS.

This agreement outlines the key commitments between parents and CH+THS that are critical to each student's success. Acceptance of this agreement represents a promise between parents and school staff to meet the expectations listed below for the sake of the children in our care.

School Commitments:

- To provide a culture of respect in both words and actions, particularly between parents, students and staff.
- To provide all students with academic rigor and bring relevance to what they are learning.
- To build and maintain positive relationships that supports all students' social and emotional growth.
- To work closely with families to assist the personal and social development of each child.

Parent Commitments:

- To provide positive support for their child's educational progress.
- To ensure that students are in school every day, except in the case of serious illness, with the necessary books, materials, supplies and uniforms.
- To ensure that students arrive at school promptly each day, by the designated starting time.

Student Commitments:

- To attend school every day with a commitment to graduate, except in the case of serious illness.
- To share in the commitment to respect school property.
- To show respect for every stakeholder in the CH+THS community- including their self.

MISSION, VISIONS & VALUES

I. Mission Statement

“Our students will be prepared to succeed in a global community and in life.”

II. Vision and Philosophy

“We see transformed lives, for good; and a new city for all.”

III. Cornerstone Character Words

- Love
- Peace
- Patience
- Kindness
- Goodness
- Self-Control
- Gentleness
- Citizenship
- Gratitude
- Faithfulness

We believe schools working with families have the ability to change Detroit: One Child at a Time.

We believe in the promise and premise of our Declaration of Independence that all children are endowed with inalienable rights, and abundant purpose.

We believe an excellent education begins with parents/guardians, a child’s first teacher. They nurture the unique potential and destiny of their children and, by good example, encourage a life filled with the joy of learning, good deeds and right conduct.

We believe excellent education is furthered by good teachers, administrators, staff and families within a learning community, which makes it possible for a student to realize his or her fullest potential in life. An excellent education encourages a student to seek truth; to know love; to develop a disciplined mind and a wise, kind, courageous, joyful and discerning heart; to serve humbly; to respect and work with others; to pursue excellence; to develop good judgment; to seek what is good; to do what is right; and to accept responsibility for one’s actions.

We believe that an excellent education includes literature, the fine arts, geography and the sciences; mathematics, grammar, writing, language and the spoken word; technology, history and cultures, particularly American history and the rich and diverse contributions of many to it, coupled with the idea and practice of freedom, self-government, equality, citizenship, leadership, free markets, business enterprises and voluntary associations.

ORGANIZATION & ADMINISTRATIVE STRUCTURE

I. Board of Directors

CH+THS, a public school academy, is held in trust by the Board of Directors. The Board develops and approves all major policies that govern the school. Cornerstone Charter Schools is the management company which provides administrative and academic structure for the network of schools. The Chief Executive Officer (“CEO”) of Cornerstone Charter Schools is responsible for the entire Academy Community. Further, Cornerstone Charter Schools is responsible for supplying all other team members who work at the Academy.

II. Chief Academic Officer

The Chief Academic Officer is responsible for the overall academic achievement for all Cornerstone Charter Schools.

III. Principal

The Principal is responsible for, among other things, academic and social achievement of all students within the Academy. The Principal assumes overall responsibility for school operations and services in order to edify and promote the mission of the Academy.

IV. Faculty and Staff

All members of the faculty must meet stringent standards, must be highly-qualified in their content-area, have experience and have concern for the development and well-being of the students.

V. Parent Organization

Our major parent support group is known as the Parent Teacher Organization (P.T.O.) The P.T.O. is a bridge between all three major stakeholders. Revenues from any P.T.O. functions are contributed directly into school programs, projects and equipment.

NEW STUDENT ENROLLMENT

I. Necessary Documents

Students who are new to CH+THS or are returning after a period of enrollment in another school district are required to be enrolled by their parent or guardian. To enroll a student, parents are required to bring the following:

- County Birth Certificate
- Proof of Immunization
- Student's last report card
- Proof of State Residency
- Custody papers from the court (*when appropriate*)
- IEP (*when appropriate*)

II. New Student Orientation

New-student orientation will be from **August 12-15th from 8:40a.m. - 12:30p.m.** Lunch will be provided. Students who enroll after August 12th will be required to complete the orientation before receiving a schedule.

III. Placement Testing

All students enrolling will be given a placement assessment during the month of July. This assessment is only for the purpose of academic placement and has no impact on the child's acceptance.

IV. Homeless Students

Homeless students who meet the federal definition of "homeless" may enroll and will be under the direction of the Academy's liaison for Homeless Children with regard to academic procedures.

V. Students Placed Under Disciplinary Action

A student who has been expelled by another public school in Michigan may be temporarily denied admission to the Academy during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the local school district. Prior to denying admission, the CEO shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the CEO determines to be relevant.

VI. Non-Discrimination Statement

The Academy shall not discriminate in its policies, practices, procedures or activities on the basis of religion, race, color, national origin, sex, disability/handicap or marital/parental/family status and shall comply with all applicable law with respect to equitable treatment of students, staff and applicants for employment.

STUDENT RECORDS & FERPA

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

The directory information includes:

- Student's name
- Participation in officially recognized activities and sports
- Honor Roll
- Scholarships

Directory information can be provided upon request to any individual, other than a for-profit organization, without the written consent of a parent. Parents or eligible students may refuse to allow the Board or Academy personnel to disclose any or all directory information upon written notification to the Academy main office. For further information about items included within the category of directory information and instruction on how to prohibit its release, you may wish to consult the Board's annual *Family Education Rights and Privacy Act (FERPA)* notice.

Other than directory information, access to all other student records is protected by FERPA and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the Academy is prohibited from releasing confidential educational records to any outside individual or organization without prior written consent of the parent or eligible student.

Confidential records include, but are not limited to; test scores, psychological reports, behavior data, disciplinary records, IEPs and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to the Academy's Principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents or eligible students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy.

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-4605

www.ed.gov/offices/OM/fpco

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

FERPA@ED.GOV PPRA@ED.GOV

STUDENT HEALTH AND WELL-BEING

I. Emergency Medical Information

Every student must have an Emergency Contact Form completed and signed by his/her parent/guardian in order to attend CH+THS or participate in any school activity before the first day of school.

All parents are asked to supply current *address, telephone number, emergency contacts* and *health information* in case of emergency.

Parents must have current and up to date contact information at all times. Children without proper contact information will not be able to attend CH+THS.

II. Immunizations

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

IMMUNIZATION REQUIREMENTS:

Unless given wavier, students must meet the following requirements:

DIPHTHERIA: Four (4) or more doses of DPT or DT (pediatric) vaccine or any combination thereof is the minimum acceptable. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

TETANUS: Four (4) doses of any appropriate tetanus vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

PERTUSSUS: Four (4) doses of any appropriate pertussis vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

POLIO: Three (3) doses of any appropriated polio vaccine. If a dose was not received on or after the fourth birthday, a booster is required prior to school entry.

MEASLES: Two (2) doses of live measles virus after the first birthday at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy this requirement.

RUBELLA: Two (2) doses of live rubella virus vaccine after at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy this requirement.

MUMPS: Two (2) doses of live mumps rubella virus vaccine after first birthday at least thirty (30) days apart with one (1) of the doses given after fifteen (15) months of age. A physician's certification of laboratory evidence of immunity in the blood will satisfy this requirement.

HEPATITIS B: This is a requirement for all children entering kindergarten or changing school districts. **REQUIREMENT:** First Dose at age 2-3 months; Second Dose at age 4-14 months; Third Dose at age 15 months – 4 years of age.

III. Control of Casual-Contact Communicable Diseases and Pests

The school's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash or has been exposed to a communicable disease or highly transient pest, such as lice.

Specific communicable diseases include the following: diphtheria, scarlet fever, strep infection, whooping cough, mumps, measles, rubella, pink eye, impetigo and other conditions indicated by Local and State Health Departments.

Any removal will only be for the contagious period *as specified in the Academy's administrative guidelines as set forth by the Local and State Health Department.* Parents of children in a classroom

which has a communicable disease reported will be notified, at the discretion of the Principal, by way of a “Health Alert.”

IV. Control of Non-Casual Contact Communicable Diseases

Any person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C) and other diseases that may be specified by the State Board of Health.

V. Illness during the School Day

Students who become ill during the school day must report to the school office. Parents will be notified to determine if the child needs to be picked up or should remain in school. If a student has had an infectious illness, they must have written permission from the doctor to return to school.

VI. Medication Policy

The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program. Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma.

VII. Meal Service

The Academy participates in the National School Lunch Program and makes lunches available to students. Students may also bring their own lunches to school to be eaten in the Academy cafeteria.

Applications for the school’s Free and Reduced-Priced Meal program are distributed to all students. If a student does not receive one and believes he/she is eligible, contact the Academy Office.

CORNERSTONE HEALTH + TECHNOLOGY HIGH SCHOOL GENERAL INFORMATION/POLICIES

I. School Visitors

1. All visitors must present themselves to the office upon entering the building.
2. Visitors must conform to the school dress code.
3. No business solicitation is ever allowed on school premises

II. Change of Address

You must notify the school office as soon as possible regarding any change in a student's personal information (address/telephone number). This information is imperative for our emergency information records.

III. Parent-Teacher Conferences

Scheduled Parent-teacher conferences will be held regularly throughout the school year. Both evening and daytime conferences will be available. All school families - **NO EXCEPTIONS** - are required to attend each Parent Teacher Conference. Parents/Guardians are encouraged to utilize these conferences to communicate directly with their student's teachers.

IV. Requested Conferences

Conferences with a teacher at any time of the school year are both welcomed and encouraged. It is only through close home and school cooperation and communication that the true educational ideals of Cornerstone Health + Technology High School be achieved. Please contact the teacher directly or the school office if you desire a conference with a teacher.

V. Student Sales

No student is permitted to sell any item or service in school without the approval of the Principal. Violation of this policy may lead to disciplinary action. Trading or selling of the following items is not allowed: radios, CD's, CD Players, tape recorders, toys, dolls, trading cards and other spare time items. These items or others like them shall not be brought to school unless the teacher or CEO has given specific permission. **Cornerstone Health + Technology High School is not responsible for any items brought to school which are not allowed to be on the premises if that item is lost or stolen.**

VI. Fire Drill Procedure

Fire drills will be conducted each school year in order to be prepared for a possible emergency situation. Students should follow the evacuation procedures sheet posted in each classroom and the guidelines listed below:

1. Lights out-windows and doors closed.
2. Walk quietly and orderly but rapidly in single file.
3. Leave books and materials in the classroom.
4. Do not wait for others and do not re-enter the building until the ALL CLEAR signal.
5. Stay with the teacher in the designated areas.

VII. Tornado Drill Procedure

Students should follow the guidelines listed below in the event that there is a severe weather warning.

1. Classes will go immediately to the assigned areas.
2. Teachers will take roll quickly and report absentees to the school office.
3. Classes will return promptly to their classrooms at the ALL CLEAR signal.

VIII. Skateboards and Roller Skates

Skateboards, in-line skates, roller skates and athletic shoes with wheels may not be used on school property.

IX. Prohibited Items

The following items are **not** to be brought into school at any time:

Radios	Tape and/or CD Players	MP3 or “Walkman” products
Video Games	Electronic Toys	Trading Cards
Comic Books	Gum, Candy, etc....	

X. Weather Announcements

In the event the school is closed because of weather and poor traveling conditions, the Academy will inform local radio and TV stations as early as possible.

Radio:	WWJ (950 AM)
Television:	WXYZ Channel 7 WDIV Channel 4 WJBK FOX 2
Internet:	www.clickondetroit.com

XI. Before and After School Programs

Students may take advantage of our Computer Lab before and after school. The lab will be open in the morning from 7:30 – 8:55 am, and will be available after school from 4 – 6 pm. Inappropriate behavior and/or misuse of the Programs can result in loss of before and After School Program privileges.

Repeated late pick-up will result in loss of After School Program privileges.

XII. Telephone Use

Only Emergency telephone messages for students should be made to the school office. Personal matters between parents and students should be handled at home before the student leaves for school.

XIII. Bathrooms

1. Appropriate conduct is expected.
2. Use an inside voice.
3. Do your part to keep the bathroom clean.
4. Limit occupancy to four students in the bathroom.
5. Graffiti/Damage of any kind will require payment for repairs and / or criminal charges.

Damaging school property is considered a felony in the State of Michigan.

XIV. Lunch Rooms

1. Use good table manners.
2. Don't play with food.
3. Use an inside voice.
4. Respect the people around you.
5. Students may be asked to sit at specific tables.
6. Dispose of trash in the proper areas.
7. Stay in the designated and supervised areas during lunch.
8. Do not sit on tables.
9. All food must be consumed in the lunch rooms.

XV. Learning Center / Classroom

1. Keep hands and feet to yourself.
2. Be a good listener.
3. Use good audience skills and speak when spoken to.
4. Follow directions and participate in the activity.

XVI. Wireless Devices

Wireless Devices (including cell phones) may be disruptive to the learning process. CH+THS requires all electronic devices to be turned off in the learning center except during designated use times, or when given specific permission. Designated use will be during breaks and lunch. Students may request permission to exit the learning center to place phone calls at other times. All cell phones and electronic devices will be surrendered during MME testing. Students who choose to ignore the cell phone use policy will be required to surrender the phone at the front office until parents are notified and can retrieve the phone.

XVII. Closed Campus

CH+THS is a closed campus. Once students arrive on campus, they must remain within the school grounds, unless signed out by an authorized party. Students should not be outside the school building for any reason, unless approved or escorted by the administration or a teacher.

XVIII. Search and Seizure

If there is suspicion of harmful or illegal substances or objects, CH+THS retains the right to search any student or items on school property.

XIX. Lockers/Personal Belongings

Every student is issued a locker in the beginning of the school year. The locker is to help students secure their personal belongings and valuables. If a locker issued to a student is malfunctioning in any way, it is the responsibility of the student to inform a staff member at CH+THS that it needs to be replaced or repaired. Please ensure that the lock that is placed on the locker is one of decent quality so that the lockers can be protected. Locks are also sold in the Main Office for \$5.

Personal belonging and valuables are the responsibility of the student. They must monitor and care for their own belongings. CH+THS is not responsible for lost belongings and valuables. We ask

students to come to school with only what they need each day and to bring home any items that they do not need at school.

XX. Field Trips

Field trips provide students rich opportunities to learn and interact outside the classroom environment. A field trip permission form for all local field trips will be filled out with the registration package. Special trips out of town will require specific permission from parents or guardians. Students who do not meet the school behavioral or academic policy may be prevented from participating in field trips.

ENTRY/EXIT PROCEDURES

I. Visitors

A visitor is anyone who is **not** faculty, staff or a student.

For the safety of students and staff, *all visitors must report to the security desk and sign in* and pick up a visitor's pass in order to gain access through the locked security doors. Any visitor found in the building without a pass will be sent back to the security desk.

If a parent wishes to speak with a teacher, he/she must contact that teacher for an appointment prior to coming to the school.

II. Non-Students

A non-student is a child not enrolled at CH+THS. There is absolutely zero-tolerance for any child to be on campus during school hours that is a non-student.

Sporting Events: students from other schools will be able to attend sporting events with valid school identification or accompanied by an adult.

Dances: A non-student may attend school dances with the completion of our dance form with the signature of the school's principal. Students may pick up the form from the Dean of Students.

III. Late Pick-Up

Students who have not been picked up after 4:00 p.m. must report to the office, call home and wait in the cafeteria until their ride arrives.

IV. Student Parking

Students are *required* to purchase a yearly parking pass in order to park in the school lot. There will be designated spaces for student parking. Please see the main office to purchase a parking decal. The parking decal must be placed on the inside of the windshield on the driver's side. One day passes can be purchased at the main office.

V. After School Activities

In order to participate in any after school activity, students must have a signed permission slip by the parent. This includes any athletic activities or school clubs.

STUDENTS WITH DISABILITIES

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is required by Federal (IDEA) and State Law. Contact the Academy's Chief Academic Officer at (248) 439-6228 to inquire about evaluation procedures and program.

LIMITED ENGLISH PROFICIENCY (LEP) PARENT INVOLVEMENT

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency.

SCHOOL DRESS CODE

A school dress code is important to a school's program. It not only helps set a "standard appearance" for a school but can also have an effect on the behavioral and educational environment along with the public's perception of the school. The thoughtful design and careful administering of a dress code is essential to the success of a school.

I. Philosophy

The Academy bases its dress code on three basic beliefs:

- The belief that school is a unique and distinct social setting and as such qualifies for a specific standard of dress.
- The belief that school dress should be neat and sharp.
- The belief that school attire should avoid extremes in dress, style, jewelry, hair, and general appearance.

II. Guidelines for Dress

Students will present a neat and orderly appearance. Jewelry is not to be worn with the uniform. Female students may wear one pair of short earrings or posts and they may wear a clear nail polish. Slacks may **NOT** be worn under skirts during the school day. Male students are not permitted to wear earrings during school.

III. School Uniforms and Dress Code

Public school education is considered formal education and students should dress appropriately. Dress and hairstyles, within the prevailing rules of modesty, decency, safety and health, are the responsibility of the student and his/her parent/guardian. Student dress must not distract the student or others from the educational process. The school administration will decide what is considered distracting.

CH+THS believes students should not stand out because of what they wear, but because of character and performance. Student uniforms will be worn at all times, and must be neat and clean while attending classes and school functions.

IV. Academy Dress Code Requirements

CHTHS DRESS CODE REQUIREMENTS		
HIGH SCHOOL		
	<u>Monday – Thursday</u>	<u>Casual Friday</u>
Girls	Navy Blue Plaid Skirt	Navy Blue Plaid Skirt
	Slacks: Black or Navy Blue	Slacks: Black or Navy Blue
	Blouse: White Oxford Cloth (Button Down, Cotton Blend)	Shirt: White Polo with Cornerstone Logo
	Navy Blue and White <i>Plaid</i> Tie (Matches Skirt)	
	Navy Blue Blazer with Cornerstone Logo	
	Navy Blue Sweater Vest with Cornerstone Logo (Optional)	
Boys	Slacks: Navy Blue or Black (No Cargo Pants)	Slacks: Navy Blue or Black (No Cargo Pants)
	Shirt: White Oxford (Button Down, Cotton Blend)	Shirt: White Polo with Cornerstone Logo
	Navy Blue and White <i>Plaid</i> Tie	
	Navy Blue Sweater Vest with Cornerstone Logo (Optional)	

Those in violation of the dress code will be sent to the office where they will be instructed to comply with the guidelines. A student may be detained in the office or sent home until suitable attire has been provided.

STUDENT CODE OF CONDUCT: ASSURING A PLACE TO LEARN

I. Introduction

a. Purposes of the Student Code of Conduct:

While students in Michigan have a right to a public education, that right is conditioned on compliance with the Cornerstone Health + Technology High School Student Code of Conduct. It is the responsibility of the Cornerstone Board of Education and its staff to establish a safe and orderly climate for classroom learning, to uphold and protect the authority of administrators and teachers and to ensure that no student is arbitrarily denied the right to an education.

Reasonable standards of conduct are required of all students. It is the responsibility of each student to behave in a manner that does not threaten, interfere with or deprive other students of their right to an education.

i. The purposes then, of this Student Code of Conduct, are to:

1. provide for the rights and responsibilities of all students,
2. provide regulations governing the behavior of students and
3. Prevent actions or activities which interfere with the school program and/or are prohibited by law.

b. School jurisdiction:

The Student Code of Conduct provides that offenses are prohibited by this policy whenever they occur on school grounds, on school-related vehicles, during school-sponsored field trips, when connected with school-related events and activities whether on or off school grounds *and* when students are en route to or from school or school-related activities. The Student Code of Conduct also applies to offenses committed by students who attend any of our community/partner programs off-campus. The Student Code of Conduct complies with applicable legal standards and will be reviewed and updated as appropriate.

A student's off-premise behavior may be subject to corrective action covered by this Student Code of Conduct. Each off-premise incident must be treated individually. Consideration will be given to the student's proximity to the school during the incident, the length of time elapsed since the student was on school premises, whether there is a connection to an on premise altercation or confrontation, whether the student stopped at a residence, restaurant or store on the way home, whether there could be potential disruption in school and whether the student has returned to the custody of his/her parents/guardian. A student who engages in unacceptable conduct will be subject to appropriate disciplinary procedures.

Each staff member employed by Cornerstone Charter Schools is required to implement and enforce the Student Code of Conduct. Whenever an employee discovers a student engaging in unacceptable conduct, s/he must take prompt action. Prompt action may include directly addressing the student, seeking the assistance of other staff persons and/or reporting the incident to an administrator.

It is the responsibility of all students and their parents to become familiar with the Student Code of Conduct. Cornerstone Health + Technology High School will post the Student Code of Conduct on its website and make hard copies available upon request.

II. Student Responsibilities

- ### **a. Participation:** Students have the responsibility to participate fully in the learning process. Students must report to school and to all scheduled classes on time with appropriate supplies and be

prepared to work. Students are expected to pay attention to instruction, complete all assignments to the best of their ability and request help when it is needed.

b. Behavior: Students have the responsibility to reasonably avoid any behavior that is detrimental to the achievement of their own or to other students' educational goals. Students must cooperate in maintaining reasonable care of books and other instructional materials, and encourage a climate where learning is valued. Most particularly, students must refrain from engaging in behavior that violates the provisions of the Student Code of Conduct.

c. Respect for staff: Students have the responsibility to show respect for the knowledge and the authority of school staff. Students must obey reasonable directions, use only acceptable and courteous language, and avoid actions that show contempt and appeal decisions through the channels as described in this Student Code of Conduct.

d. Respect for students: Students have the responsibility to show respect for the rights and dignity of other students. For example, students must refrain from name-calling, fighting, harassment, bullying or engaging in deliberate attempts to embarrass or harm another student.

e. Appropriate use of facilities and technology: Students are expected to use school facilities and technology in a manner consistent with the educational goals of the school. All students are required to review and sign the District's Acceptable Use Policy. Misuse of facilities or technology is unacceptable conduct which will subject the student to disciplinary procedures.

III. Student Responsibilities and Limitations

a. Student expression:

School District administrators and teachers may exercise control over, or otherwise limit, student expression that may be reasonably attributed to the School District by the general public, parents or students for any legitimate educational reason. Additionally, student expression that occurs on school premises, or has a nexus with the School District or District-related activities, may be controlled, or otherwise limited, in order to avoid material and substantial interference with school work, student discipline, and the rights of others or the proper functioning of the educational process.

Students are not to engage in slanderous, libelous, obscene or personal attacks on individuals or groups, defamation of character, commercial solicitations or the distribution of materials of a racial, ethnic, sexual or religious nature that are likely to result in disruption, nor materials that otherwise endanger the health and safety of people or threaten to disrupt the educational process. Further, written expressions must bear the name of the circulator and must have the permission of administration to be circulated during school hours.

b. Search and seizure:

From time to time, school property (such as lockers and desks) is assigned to a student. However, students do not acquire a reasonable expectation of privacy in such property. The District reserves the unrestricted right to search school property assigned to a student at any time, for any reason, with or without notice to the student.

The principal or designee is authorized during the search to seize any items which are illegal or which violate policy or school rules. Searches can include asking students to present illegal or prohibited articles, requesting a student to empty his/her pockets or examining clothing or personal property.

Pat-down searches may be conducted, but should be limited to searches for illegal items. Whenever possible, pat-down searches should be conducted out of the presence of other students, by a person of the same sex and in the presence of a second staff member.

When the student refuses to permit a search and there is reasonable suspicion that a student is in possession of an illegal and dangerous item, the student will be detained by administrative staff, reported to the police and suspended on an emergency basis.

Parking on school property is a privilege. Parking is available to licensed student drivers who consent, in advance, to the search of his/her vehicle parked on school property when school officials have reason to suspect contraband may be found in the vehicle.

District personnel may, to the full extent permitted by law, search students and seize their personal effects. Illegal items and items inappropriate in the educational environment may be confiscated by District personnel and, when appropriate, delivered to police.

c. Police investigations and arrests:

The District's practice is to cooperate with local authorities in the interest of the welfare of all citizens and the school community. Parents will be notified if police arrest or question students in school. The timing of parental notification will depend on the circumstances taken as a whole.

d. Transportation:

Parking on school property is a privilege. Licensed student drivers must have prior authorization from the school to park their vehicles on school property. Authorization is obtained by completing a parking registration form and paying the designated fee. Failure to comply with the school's parking regulations may result in the loss of parking privileges, as well as other disciplinary consequences. If we are to have transportation, a student who rides district-sponsored transportation must abide by the driver's direction and the Student Code of Conduct or face the loss of transportation privileges.

e. Interscholastic athletics:

Student participation in interscholastic athletics is a privilege, not a right. Student athletes are subject to additional discipline policies as outlined in the Athletic Code of Conduct.

f. Student identification:

Every high school student will be issued a student identification card. While the student is on school premises or school-related activities, the student ID card must be produced upon request by any school official. The student may also be required to show his/her ID card in order to be admitted to certain after-school functions. Failure to produce the ID card upon demand may result in disciplinary action.

g. Acceptable use of technology and network policy:

The School District encourages and promotes the educational use of technology in our schools. To ensure that students, staff and parents take full advantage of the technologies available, all users of technology in the School District must have proper authorization and adhere to District policies. All use of technology is a privilege, not a right, and must be in support and consistent with the purposes and stated goals of the School District. The School District does not provide express, implied or inherent warranties for technological resources. Furthermore, the School District reserves the right to monitor any and all network activity including e-mails.

h. Student Dress/Dress Code:

On Free Dress/Dress Down days, students have the right to express their own individuality in their clothing, provided that such dress does not conflict with the standards for the proper attire expected of all students in the school.

IV. Unacceptable Conduct/Disciplinary Step System

Cornerstone Health + Technology High School students may not endanger or threaten to endanger the safety of others, damage property, or impede the orderly conduct of the school program while at school or at a school-related activity on or off school grounds (e.g., a field trip or home or away athletic contest), in a school-related vehicle or en route to or from school. Corrective action will be determined by the administration, in its discretion, in accordance with the severity of the offense, a review of the facts and/or special circumstances.

- a. The disciplinary steps listed below may be followed in the administration of disciplinary action. The steps are designed to:
 - a. Provide consistency in the administration of disciplinary action
 - b. Provide for clearly stated, advance knowledge to all students, parents and staff members of the course of action to be taken in handling disciplinary matters
 - c. Provide a program that is progressive (moderate to most severe action)
 - d. Because no two situations are exactly alike, administrators will use their best judgment in determining the appropriate disciplinary procedures based on the circumstances of the situation, including mitigating and exacerbating factors.
- b. The steps may be administered under the following conditions:
 - a. Placement on the step system will be proportionate to the severity of the misconduct.
 - b. Once a student is placed on the disciplinary step system, the student may, at administrative discretion, move to succeeding steps for each subsequent occurrence of misconduct. Movement on the steps will be at administrative discretion and proportionate to the severity of the misconduct. Administrators may also take into account the frequency of student's misconduct when placing them on the steps. The steps indicated below are for a first offense.
 - c. The student's placement on the step system shall be reduced one step for each consecutive forty-five (45) school days at the high school level without misconduct requiring disciplinary action as described in this policy.
 - d. With the start of a new school year, students who were placed on the step system in the prior year may remain on the step system or they may return without steps at the administrator's discretion. However, penalties to be served resulting from the prior school year step placement will be served within the first two (2) week period of the new school year.
- c. Disciplinary steps:
 - a. Step 1--Administrative conference with the student to include reviewing the disciplinary policy and procedure and notification that the next infraction of rules may result in action on at least the 2nd step.
 - b. Step 2--Student/parent/administrative conference
 - c. Step 3--One school day (short term) suspension
 - d. Step 4—Up to three school days (short-term) suspension
 - e. Step 5—Up to five school days (short-term) suspension
 - f. Step 6—Up to ten school days (short-term) suspension
 - g. Step 7--Long-term suspension (over 10 school days) and/or recommendation for expulsion for misconduct not including possession of dangerous weapon, arson, criminal sexual conduct or physical assault against district employees, students, volunteers, or contractors
 - h. Step 8--Expulsion for possession of dangerous weapon, arson or criminal sexual conduct or physical assault against district employees, students, volunteers or contractors as required by Michigan law, gross misdemeanor or persistent disobedience, as required by the Michigan Revised School Code.

d. School officials will report to law enforcement acts of student misconduct as required by law and as deemed appropriate.

e. Acts of student misconduct for which suspension and/or expulsion may be appropriate disciplinary action:

The Board of Education hereby establishes the following categories of misconduct, which may result in suspension or expulsion from the local school district. These categories are generally descriptive of the most obvious types of misconduct and are not to be construed as an exclusive list or as a limitation upon the authority of school officials to deal appropriately with these or any other types of conduct which interfere with the good order of the school system, or the proper functioning of the educational process.

1. Failure to cooperate – A student shall not refuse to cooperate with School District administrators or teaching staff investigating a possible violation of this Code of Conduct or building rules. No student shall make false statements or give false evidence to School District administrators or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding. [Step 1-3]

2. False Allegations – A student shall not libel, slander or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members or volunteers. [Step 1-3]

3. Insubordination – A student shall at all times comply with directives issued by school personnel. [Step 1-5]

4. Defiance – A student shall not exhibit defiance of the authority of a staff member. [Step 2-6]

5. Gross Misdemeanor – A willful or malicious act of detriment to the school. The conduct must be gross, something more than a petty or trivial offense against the rules. [Step 8]

6. Persistent Disobedience – Persistent in disobedience of the proper and reasonable rules and regulations of the school. [Step 8]

1. Disruption of School – A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall he or she engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction. [Step 2-6]

8. Unauthorized entry, trespassing, loitering – Law enforcement authorities may be notified in cases of this misconduct. [Step 2-5]

Forced Entry [Step 3-8]

9. Larceny/petty theft

a. Any theft of money or personal or public property less than \$5.00 value. [Step 2-3]

b. Any theft of money or personal or public property of \$5.00 or more value and/or any theft involving unlawful entry, including lockers, desks, etc. Law enforcement authorities may be notified in cases of this misconduct. [Step 3-6]

- c. Possession of stolen property having a value of less than \$5.00 with the return of property or restitution provided if damaged. Law enforcement officials may be notified. *[Step 2-3]*
- d. Possession of stolen property having a value of more than \$5.00 with return of property or restitution provided if damaged. Law enforcement officials may be notified. *[Step 3-6]*
- e. Sale or purchase of stolen property, including the purchase of items markedly below normal retail prices. The student is responsible for knowing the source of the purchased property. *[Step 3-6]*

10. Coercion, Extortion or Blackmail – A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money, other items of value, property and/or favors by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act. Law enforcement authorities may be notified in cases of this misconduct. *[Step 2-6]*

11. Gambling – Playing or betting on a game of chance, a contest or other event with the hope of gaining some personal or financial advantage. *[Step 3-4]*

12. Offensive speech/displays – A student shall not use speech, communication or displays which disrupt the orderly conduct of the educational process. Law enforcement authorities may be notified in cases of misconduct.

- 1. Indecency. The act of offending commonly recognized standards of good taste, including the use of vulgar acts, obscenities, gestures or inappropriate displays of affection or sexual contact, or symbols.
- 2. Illegal messages, displays which advocate or glamorize behavior which is illegal or inappropriate for students, such as alcohol, drugs, tobacco use or gang affiliation.
- 3. Display, possession, distribution, sharing of any drawings, graphics, video, printed material of an obscene nature, etc.

Incidental, not specifically directed toward another person. *[Step 2-4]*

Directed toward another person, which has the tendency to disrupt the orderly conduct of the educational process. *[Step 2-6]*

13. Verbal Threat against students, district employees, volunteers or contractors. Any threat of bodily harm, coupled with an apparent immediate ability to commit same, and which puts a person in a reasonable apprehension of such bodily harm. *[Step 8]*

14. Harassment defined as verbal, physical or written behavior which:

- a. Intimidates/bullies individuals or groups on any basis including race, ethnic background, religion, gender, sexual orientation, national origin, physical or cognitive disability
- b. Involves an expressed or implied threat to personal safety
- c. Has the effect of interfering with an individual's participation in school activities
- d. Involves sexual advances or requests for sexual favors, or other verbal or nonverbal sexual innuendoes or obscene gestures
- e. Creates an intimidating, hostile or offensive school environment which would adversely affect either the performance or psychological well-being of a student

[Step 2-7]

15. Fighting – The act of physical bullying or quarreling, including bodily contact, in and on school property, going to and from school, including any activity under school sponsorship, i.e., dances, athletic events, field trips, etc. Law enforcement may be notified in cases of fighting.

Physical assault against another student – intentionally causing or attempting to cause physical harm to another through force or violence.

- a. Incitement – the act of inciting or prompting others to action. *[Step 2-7]*
- b. Spontaneous incident – if one student initiates physical contact and the other student does not respond with physical contact, the second student does not have to be placed on the step system. *[Step 2-7]*
- c. Planned, prearranged fight *[Step 4-7]*
- d. Gang fighting – three (3) or more students involved in the same fight. *[Step 5-7]*

16. Possession or use of fireworks, explosives and chemical substances – A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person. Law enforcement authorities may be notified in cases of this misconduct.

[Step 2-7]

Possession or use of matches or lighters

[Step 2-4]

17. Possession of drug paraphernalia

[Step 2-7]

18. Criminal Acts – A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

[Step 2-7]

19. Alcohol/tobacco/chemical substances – A student shall not manufacture, sell, handle, possess, use, deliver, transmit or be under any degree of influence (legal intoxication not required) of any alcoholic beverage, tobacco product or intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

[Step 2-7]

20. Drugs, narcotic drugs and counterfeit substances – A student shall not manufacture, sell, handle, possess, use, deliver, transfer or be under any degree of influence (legal intoxication not required) of any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance or a controlled substance analogue intended for human consumption. A student shall not deliver or transfer, or attempt to sell, deliver or transfer, any prescription or non-prescription drug, medicine, vitamin or chemical substance (e.g., pain relievers,

stimulants, diet pills, pep pills, No- Doze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances for an improper purpose.

A student shall not sell or represent a legal substance as an illegal or controlled substance (e.g., selling No-Doze as “speed” or “crack”) or sell, manufacture, possess, use, deliver or transfer “designer” or “look-alike” drugs.

[Step 2-7]

21. Negligence – Damage to the school or personal property through carelessness or inappropriate behavior. Restitution must be made in addition to the following:

[Step 2-5]

22. Vandalism – Damage to the school or personal property through vandalism or defacing. Law enforcement authorities may be notified in this misconduct. Restitution must be made in addition to the following:

[Step 2-7]

23. Forgery – The act of fraudulently using, in writing or verbally, the name of another person, or falsifying times, dates, grades, address, absences or other data pertaining to the school.

[Step 2-7]

24. Cheating/Plagiarism – A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and representing it as one’s original work. Students may also receive no credit or failure on that particular academic task.

[Step 2-4]

25. Bomb Threats and other similar threats. The act of making a threat to use explosive devices to cause harm to a school building, school property or other school-related event. Law enforcement authorities will be notified in cases of this misconduct.

[Step 7]

26. Fire Alarms. Tampering with a fire alarm box or system or fire-fighting equipment.

[Step 5-7]

Intentionally setting off a false fire alarm. A student shall not knowingly cause a fire alarm or make a false fire, bomb or catastrophe report. Law enforcement authorities may be notified in cases of this misconduct.

[Step 6-7]

27. Cell Phone/Communication/Electronic Devices. Students may possess a cellular phone or other communication/electronic device, but may only use said device in accordance with the regulations issued by the building administrator. The regulations are designed to ensure an orderly educational environment and may differ by grade level.

Students are prohibited from using or possessing active (i.e., turned on) electronic communication devices (e.g., pager, cellular telephone, etc.) on school premises from the beginning until the end of the instructional day, including passing times, lunch times (except high school) and after school detention. Students are also prohibited from openly possessing inactive electronic communication devices from the beginning until the end of the instructional day and such devices shall be stored in the student's backpack, locker, purse, etc. Student use and possession of active electronic communication devices before and after the instructional day shall be limited to areas designated in writing by school administration. By bringing in such devices, parents and students are consenting to search of contents of devices by school personnel.

Laser pointers – Students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration.

Violation of Acceptable Use Policy – A student shall not violate or attempt to violate the Acceptable Use of Technology Policy. Violation of the Policy may result in a loss of access privileges, technology privileges or computer usage and may result in other disciplinary or legal actions, including restitution.

[Step 2-5]

Electronic tampering. Any unauthorized use, misuse or access of any of the school district's electronic equipment including, but not limited to, voice and video equipment, computers or use of the internet. Reference will be made to the *Acceptable Technology Use Agreement* and classroom rules which may apply in cases of this misconduct.

For all levels of violations, restitution and repair or replacement of damaged property and/or removal of computer privileges as well as possible loss of credit for the course are possible.

[Step 2-7]

a. *Connection* of any non-authorized device to hardware or the network.

[Step 3-5]

b. *Downloading* and uploading of software/programs without staff authorization.

[Step 2-5]

c. *Engaging* in any activity which potentially or intentionally compromises network security. [Step 5-7]

28. Weapons – possession or use of weapons, not defined under Section F-1, in a school building, on school premises or in a vehicle used to transport students to or from school property. The term weapons shall mean any object or instrument intended to inflict injury or physical harm upon the person of another, or the use of which may result in pain or suffering. The term weapons shall also include a facsimile of objects or instruments which are weapons. The term weapons shall additionally include an object or instrument which is not in and of itself a weapon as defined above, but where the possession or use of same is coupled with an intent by a student to inflict injury or harm upon another person.

Look-a-Like Weapons – A student shall not possess, handle or transmit any object or instrument that is a “look-a-like” weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

Personal Protection Devices – A student shall not possess, handle or transmit a personal protection device (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

[Step 3-7]

29. Sexting – Students are prohibited from engaging in acts of sexting. Sexting is defined as the act of students electronically transmitting or receiving and retaining nude, partially nude, lewd, sexually explicit, or graphic images of themselves or others. Sexting also includes graphic or sexually explicit text or email messages. Electronic transmission may take place through a variety of mediums, including, but not limited to, cellular phones, social networking websites, e-mail, I-pods, and pagers. Sexting images and videos may constitute child pornography. Creating, possessing or transmitting sexting images may be a criminal offense subject to criminal prosecution. Students who engage in sexting may be referred to police and/or other agencies. Students will be subject to discipline for sexting which occurs outside of school if there is a reasonable likelihood that the sexting will cause, or has caused, a material and/or substantial disruption at school.

[Step 2-7]

30. Cyber-bullying – Students are prohibited from engaging in cyber-bullying. Cyberbullying is defined as intimidation or assaults towards a student, teacher, district employee, volunteer, contractor or other school personnel through electronic means. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures/images or web site postings including blogs. Sending threatening messages through electronic means may be a felony offense subject to criminal prosecution. Students who engage in cyber-bullying may be referred to police and/or other agencies. Students will be subject to discipline for cyber-bullying which occurs outside of school if there is a reasonable likelihood that the cyber-bullying will cause, or has caused, a material and/or substantial disruption at school.

[Step 2-7]

31. Hazing – Any intentional, knowing or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort and is directed against a student for the purpose of being initiated into, affiliating with, holding office in or maintaining membership in any organization, club or athletic team sponsored by the District and whose membership is totally or predominantly other students from the District.

[Step 2-7]

32. Infraction of school rules not covered by any of the above items 1-31.

[Step 1-7]

f. Acts of student misconduct which will result in expulsion for all students, if required by law: Pursuant to state and federal law, the Board of Education established the following categories of misconduct which will result in expulsion from the local school district. The student will be subject to discipline if the misconduct occurs on school premises, at a school activity or event (regardless of its location) or on a school-related vehicle.

1. Possession or use of dangerous weapon – The term “dangerous weapon” shall mean a firearm (including a starter gun) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. Any destructive device or any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device, a dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, an iron bar or brass knuckles or any other weapon as set forth in 18 USC Section 921. *[Step 8]*

2. Arson *[Step 8]*

3. Criminal sexual conduct *[Step 8]*

4. Physical assault against school district employees, students, volunteers or contractors – intentionally causing or attempting to cause physical harm to another through force or violence. *[Step 8]*

Anti-Bullying Policy

The Cornerstone Health and Technology High School (the “Academy”) Board of Directors recognizes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. The Academy finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student’s ability to learn and a school’s ability to educate its students in a safe environment.

The Academy’s Board of Directors delegates to the School Leader the responsibility to notify all students of the Academy and employees of the Educational Service Provider of this policy and to create any related administrative procedures necessary to properly implement and ensure compliance with this policy.

The Academy’s Board of Directors requires the School Leader to annually disseminate the policy to all school staff, students, and parents and to include this policy in the student handbook. The Educational Service Provider shall incorporate information regarding the policy against bullying into each of its employee training programs and employee handbooks.

I. Definitions

“Bullying” is 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:

1. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils
2. 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
3. Having an actual and substantial detrimental effect on a pupil’s physical or mental health
4. 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:

1. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
2. 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.
3. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

This policy applies to all “at school” activities in the District, defined as: in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises. “At school” includes conduct using a

telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or telecommunications service provider is owned by or under the control of the Academy.

II. Prohibition

The Academy's Board of Directors prohibits bullying of all students, without regard to its subject matter or motivating animus. The Academy's Board of Directors also prohibits any forms of retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying.

III. Confidentiality

The Academy shall maintain the confidentiality of any individual who reports an act of bullying. The Academy's Board of Directors delegates to the School Leader the responsibility of creating any administrative procedures necessary to ensure such confidentiality is preserved.

V. Disciplinary Procedures

a. Corrective measures, definition of:

As appropriate, school officials will take the necessary action to assist the student with behavior modification through the use of corrective measures, which may include but not be limited to:

1. Counseling by school personnel
2. Parent conference
3. Referral to counselor/social worker/Youth Assistance/community agent
4. Referral to a building special services team for evaluation
5. Placement on the Step System
6. Recommend a health examination and evaluation
7. Recommend services of outside agencies, public or private
8. Detention by an individual teacher, or administrator
9. Behavioral management plans/behavioral contracts
10. Involvement in a school intervention program, if available

NOTE: This list is neither exhaustive of all administrative remedies, nor is it rank ordered.

b. Loss of activity privileges:

1. Participation in all extra-curricular activities is a privilege and not a right. This privilege is afforded to those students who demonstrate proper behavior both in school and at events. Building administrators may suspend students from participating in or being present at extracurricular activities.
2. Sponsors of activities, including coaches, have full authority to determine who shall be participants in a given situation and they may remove a student from a given activity on the basis of predetermined rules.
3. Students under suspension shall not enter school property without prior permission from school authorities.
4. Students under suspension shall not participate in or be present at school functions, whether held at home or away.
5. Nothing in this policy is intended to limit a teacher or sponsor in exercising authority requiring a student to leave a particular activity when that student's behavior violates Board policies or school rules. A report of misconduct of such a student and the action taken by the teacher or sponsor shall be reported to the appropriate school administrator no later than the beginning of the next school day.

c. Due process procedures for suspension and expulsion:

i. **Short-term suspension**

AUTHORITY: A principal or designee has the authority to impose a short-term suspension up to ten (10) school days when there is reasonable cause to believe that there has been misconduct.

PROCEDURES

1. The student must be informed of the charges that serve as the basis for the possible suspension or other corrective action.
2. The student has the right to present information supporting his or her defense to the principal or designee who will decide whether corrective action is warranted.

3. The student's parent shall be notified as soon as possible if the student is temporarily suspended from school or retained after school.
4. The principal or designee may impose a suspension not to exceed ten (10) school days.

ii. Long-term suspension (beyond 10 school days)/expulsion

AUTHORITY: The superintendent or designee has the authority to impose a long-term suspension/expulsion based upon a finding of misconduct.

PROCEDURES

1. Upon the conclusion of an investigation of the charges, if the administrator determines that the student has engaged in misconduct which merits the imposition of a long-term suspension/expulsion, the investigator shall recommend, in writing, to the superintendent or designee that the student be so disciplined, identifying the basis upon which his or her recommendation is founded.
2. The superintendent or designee shall schedule a hearing. The hearing shall take place within ten (10) school days following the commencement of the student's suspension.
3. At a hearing before the superintendent or designee, evidence in support of the charges shall be presented. The superintendent or designee shall not be bound by formal rules of evidence and may limit disclosure of the identity of students providing information relative to the charges in accordance with statutes and case law concerning student discipline proceedings. The student may be represented by counsel (at the student's own expense) and may present witnesses in his or her behalf. Following the conclusion of the evidence and within ten (10) school days following the commencement of the student's suspension, the superintendent or designee shall render a verbal decision to be followed by a written decision. Appeal is to the Board of Education.
4. If the student and/or parent elect to have an appeal before the Board of Education on the decision, the hearing shall be convened in open or closed session, as selected by the student and/or parent. The hearing shall be based on the record created before the superintendent or designee and no additional evidence will be considered absent exceptional circumstances. At the conclusion of the appeal, the Board of Education shall deliberate and may, if the hearing is in closed session, do so in private. Following such deliberations, the Board of Education shall, through an appropriate resolution adopted by a majority vote of its members, either modify the decision or uphold the long-term suspension/expulsion.

d. Expulsion:

The permanent denial of the right of the student to attend any school or program operated by the School District.

The Michigan law provides that students may be expelled by the District for gross misconduct or persistent disobedience. It also provides that students *must* be expelled for certain misbehavior including possession of dangerous weapons, arson, rape, or if they assault another student or a school employee, volunteer or contractor.

Depending on the offense, an expulsion may mean permanent denial of a student's right to attend *any* public school in the state, denial of a student's right to attend school in the District for more than 180 days, or denial of a student's right to attend school in the District for up to 180 days.

Expulsion applies to students who:

- Commit arson or criminal sexual conduct on district property, in a district vehicle or at a district-related activity
- Possess a dangerous weapon on district property, in a district vehicle or at a district-related activity
- Commit a physical* or verbal** assault against a school employee, volunteer or contractor on district property, in a district vehicle or at a district related activity
- Commit a physical assault* against another student at school
- Make bomb threats or other similar threats directed at a school building or other school property are subject to expulsion proceedings consistent with the student's due process rights and state and federal laws

** Physical assault means intentionally causing or attempting to cause physical harm to another through force or violence.*

*** Verbal assault means any willful spoken threat to inflict physical injury on another person, under circumstances which creates a reasonable fear of imminent injury, coupled with the apparent ability to inflict injury.*

The superintendent or designee will notify criminal justice, mental health or other agencies of expulsions, as may be required by law or otherwise appropriate.

VI. Attendance Policy

Definitions

Absent: Student is not present in class or leaves class early without an excuse and /or consent.

Compulsory Attendance: Consistent and regular attendance as required by Section 1561 of the Michigan Revised School Code requires all children to attend school until the age of 16, with few exceptions. In addition, the law mandates that a student who turned age eleven on or after December 1, 2009, or who was age eleven before that date and entered grade 6 in 2009 or later, must attend school until they are 18 years old unless they have earlier graduated or meet the exceptions allowed by Michigan Law.

Educational Neglect: Parent/guardian does not ensure the legal requirement of regular school attendance until the student reaches the appropriate age.

Excused Absence: Parent/guardian has notified the school as to the reason and length of time the student will not be attending for the following reasons:

- Student illness
- Medical procedure or doctor/dentist appointment
- Bereavement (death in the immediate family)
- Religious holiday
- School related activities
- Educational opportunities including college visits approved and verified.
- Other situations beyond the control of the student, as determined by the principal

Parents/guardians are required to call the school and report the absence of their child within 24 hours of the absences. If not reported by phone within 24 hours of the absence, the parent/guardian must provide written notice not later than 3 days after the child's return to school.

Attendance Records

Accurate reporting of student attendance is a key factor of school operations. It is vital that student attendance is reported in an accurate and timely manner each day. Paper attendance records are kept in the office. Classroom teachers should ensure that proper recording keeping in PowerSchool takes place. Elementary school classrooms are required to report their daily attendance via PowerSchool each day at 9 A.M. and 1 P.M. Middle school & high school classrooms must report attendance via PowerSchool each class period of the day.

- Compliance Officer generates monthly attendance report for all teachers and emails the report to the Principals, Deans and Office administrative assistants.
- The monthly attendance report is printed out and given to each teacher to review and sign/ date.
- The monthly attendance report is collected by the main office and submitted to the Compliance Officer.
- Compliance Officer files monthly by teacher

A monthly attendance report should be generated for each class in which attendance is taken. Example: a first grade classroom should generate two weekly reports, for A.M. attendance and P.M. attendance. A middle school teacher should produce a weekly report for each class or section that they teach throughout the week. Each weekly attendance report should be signed, dated, and turned into the three-ring binders provided in the main office. These reports should be turned in each Friday before you leave for the weekend.

Students arriving late to school must report to the designated area for tardy arrivals. They should obtain a tardy slip before entering the classroom. When children are absent more than three (3) consecutive days or more they should provide a note from home explaining the absence. The office administrator will enter (AE) in PowerSchool.

If a student has excessive absences or exhibits a pattern of chronic absences, parents should be contacted and/or the Dean of Students notified. It is the responsibility of the teacher to notify the Dean of Students to consult about how best to serve the student.

These actions will be taken at the following benchmarks of absenteeism:

Range of Unexcused Tardies	Range of Unexcused Absences	Progressive Consequences
1 - 3	1 - 3	Early Intervention (Teacher contact parent)
4 – 8 (4 tardies equal 1 absence)	3 - 4	Parent Notification (Teacher Email –note)
8 - 10	5 - 6	Parent Contact (Teacher call or arrange meeting with parent/document)
11 - 14	7 - 9	Level 4 Infraction Completion of attendance Action Plan (Dean of Students conference with parent/guardian required)
15 - 18	10 – 14	1 st Level 5 Infraction Appropriate Consequence (Principal and Dean of Students meet with parent) High School (Drop 1 letter grade for 10 unexcused absences per class. Administrator will conference with parent/communicate grade status)
19-22	15 - 18	2 nd Level infraction Appropriate Consequence (Principal meet with parent/guardian to notify of

		academic consequence/possible expulsion High School (15 unexcused absences in a class will receive an (F) letter grade. Administrator will notify parent/guardian regarding grade status) Administrator has discretion to approve credit recovery during or after school hours. Fail to complete Credit Recovery may result Expulsion
22 or more	25 – or more	Level 6 infraction Possible Expulsion High School (possible expulsion and letter grade of (F) for absence in each class.

Note: Any student who accumulates 10 consecutive school days of unexcused absences will be subject to potential withdrawal from the school.

Tardiness and Early Dismissal

Tardy: Student arrives in class after the specified start time 8:10a.m. without an excuse and/or a pass. Three (3) instances of tardiness without an excuse of more than (10) minutes after the start of class shall be the equivalent of an unexcused absence.

Students are considered tardy if they arrive to their homerooms after the start of either class or morning ceremony, if held prior to class. Early dismissals from school will also be considered tardies. Parents who dismiss their child early from school, for any reason, must sign the child out in the main office. Children may not leave school with anyone during the school day without permission. **Early Release days that total 25 (4 tardies is equals 1 absence) or more absences will also be defined as Education Neglect which may also require review by the school administrator for violation of attendance policy and is subject to expulsion from Cornerstone Charter Schools.**

The tardy is considered unexcused unless a note is provided by the parent the day of the tardy and the tardy is excused under the reasons below. The note must contain the following information:

- Student’s name
- Teacher’s name
- Date of tardy
- Reason for tardy
- Phone number
- Parent signature

If tardy is due to doctor or dental appointment, a note from a physician is also required. Tardies are excused for only the following reasons:

- Personal illness or injury
- Funerals
- Doctor or dental appointments (which could not be arranged outside of school hours)
- Religious observances
- Authorized tardy (approved by principal)

Abuse of excused tardies will also be addressed by the principal or Dean of Students and may result in unexcused tardies with disciplinary action taken.

Cornerstone Health High School Attendance Policy

We believe in the value of every student in every class, every day. Regular attendance is necessary if students are to receive full benefit from their educational experiences. The benefits of class discussion, individual student participation, teacher lectures and other classroom activities cannot be made up by those who are absent. School attendance is the joint responsibility of the students, parents and school.

ATTENDANCE CODES IN POWERSCHOOL:

Present = blank

Absent = A

Tardy = T

Excused Tardy = TE

Excused Absent = AE

Field Trip = FT

In School Suspension = IS

Out of School Suspension = OS

ABSENCES: Excused absences are absences excused by a parent/guardian within 24 hours of the absences but not later than the next school day following the absence. Failure to contact the school by calling will result in an UNEXCUSED absence.

1. To excuse an absence, a parent/guardian must call or email Attendance Officer at CHTHS
2. Exempt absences are absences due to suspension or school sanctioned activities. These absences do not count toward a student's total number of absences in a class.

TARDY:

1. Please call or email Attendance Officer for a tardy to be excused.
2. Students arriving late **must** check in at the Attendance Office to obtain a pass to class.
3. If a student is late to class without a pass, they will be sent to the Attendance Office.
4. The 3rd unexcused tardy will result in a discipline referral to Attendance Officer.
5. Students may only have 3 tardies per marking period excused.
6. The 3rd tardy, during the 1st period of any day, will result in the discipline referral to principal.
7. Students that are more than 10 minutes late to class will be marked absent.

CHTHS is a closed campus during lunch hours. Absences during lunch may require further documentation.

UNEXCUSED ABSENCES: (5) unexcused absence may result in the following actions.

1. The student may receive an Attendance Referral and conference with an administrator.
2. The student may be subject to disciplinary action and/or loss of credit which could include, but is not limited to, lunch detention or In School Suspension.
3. ANY unexcused absence may result in discipline under the Student Code of Conduct.

NOTE: Truancy is against the law for students 17 years or younger and may result in referral to the court system.

POTENTIAL LOSS OF CREDIT DUE TO EXCESSIVE ABSENCES:

1. After 5 unexcused absences in a class, a letter will be sent home notifying parents and requesting communication with administration.
2. After 10 unexcused absences in a class will result in dropping (1) letter grade.

3. After 8 total absences in a class, both excused and unexcused, a letter will be sent home notifying parents and requesting communication with administration.
4. After 15 total absences in a class, both excused and unexcused, a student will not receive credit for passing the course without submitting an Absence Appeal Form to the principal. Principal will create individualized plan to make up class credit. The individualized plan will be at the discretion of the school administrator.

MAKE-UP WORK:

Excused Absences: It is the responsibility of the student to make up any required work and tests that have been missed during any excused absence from a regularly scheduled class. The student has one (1) day for each day absent to make up work.

The student returning from an excused or exempt absence may be required to take a test immediately upon his return **if** the teaching was done, the test date scheduled, and the student was made aware of the test prior to the absence. This also applies to assignments due during a student's absence.

In arranging make-up work, the teacher has the choice of: (a) requiring the student to make-up the work, including tests, during the scheduled make-up period and counting the grades when establishing averages or (b) exempting the work completely. In the case of an exemption, the student would not be penalized and the grade average would be based on what the student has completed. Special considerations will be made for absences due to a death in the immediate family.

Unexcused Absences: In case of an unexcused absence, make-up privileges are denied and missed tests and quizzes are given a grade of F. Please note that absences cannot be excused after 24 hours.

Absence Resulting from Suspension: Students in In-School Suspension for a class period will have no additional time to complete work as they are expected to do the work.

Students suspended from school will have the opportunity to make up any work and/or tests missed. For suspensions over three (3) days, in which a make-up packet was provided by the teacher to the Attendance Office, the work will be due the day the suspended student returns to school. A homework request can be made by calling the Attendance Office. For suspensions three (3) days or less, the student will receive the make-up work when he/she returns. Students will have one (1) day for each day suspended to make-up the work.

If a student refuses or fails to serve In-School Suspension, the student will serve an out of school suspension. Discipline will be administered progressively according to the Student Code of Conduct. Make-up work will be due the day the suspended student returns to school.

It shall be the policy of Cornerstone Charter Schools not to discriminate on the basis of race, creed, color, national origin, age, sex, sexual orientation, marital status or handicapped status in educational programs, activities or services.

STUDENT DISCIPLINE POLICY

CH+THS has implemented self-reflection in the disciplinary policy to develop and correct the behavior of students.

Parents will be notified before a student is required to serve self-reflection. Self- Reflection may be required for students having attendance issues, behavioral problems and/or homework issues. Self-Reflections may be held by individual teachers or by the Deans. Staff at CH+THS uses the following methods of student discipline:

I. Informal Discipline

Informal discipline takes place at the classroom level. It may include the following:

1. Verbal Redirect
2. Written assignments
3. Change of seating or location
4. Parent Phone Call
5. Detention

II. Responsibility Room

The responsibility room occurs when a student's behavior has risen to a level where they will not be allowed to attend a class setting. In this situation, student needs to be isolated from the rest of the student population to serve a consequence for an action. Often times when students skip regular self-reflection they will be assigned ISD. However, in school self-reflection does not affect the student's record in the way a suspension will.

III. Out of School Suspension

In accordance with Michigan Law, the Principal reserves the right to suspend and/or expel a student. A student, who has committed any of the actions listed below, or other similar infractions, is subject to a short-term out of school suspension (defined as a period of ten days or less).

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or Academy through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- A. Restrain or remove a student who refuses to comply with a request to behave or report to the office;
- B. Quell a disturbance threatening physical injury to self or others;
- C. Obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- D. The protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the Academy contracts for services. The School Leader shall provide guidelines, including a list of alternatives to corporal punishment.

PARENTAL/LEGAL GUARDIAN REVIEW OF INSTRUCTIONAL MATERIALS AND OBSERVATION OF INSTRUCTIONAL ACTIVITY

Where the term “parent” or “parents” is used in this policy, it shall include legal guardians. Parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. “Instructional materials” includes curricula, textbooks, teaching materials and other instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials and materials available in electronic or digital formats (such as material accessible through the Internet). “Instructional materials” does not include academic tests or academic assessments. Parents also have the right to be present, to a reasonable degree, and at reasonable times and subject to reasonable restrictions, to observe instructional activity (excluding testing) in a class or course in which the parent’s pupil is enrolled and present. The School Leader shall develop guidelines for addressing the rights of parents and to assure timely response to parental requests to review instructional material or to observe instructional activity. The guidelines also shall address reasonable notification to parents and students of their rights pursuant to this policy. This policy shall not supersede any rights provided under the Family Educational Rights and Privacy Act.

ACADEMIC POLICIES

I. Grading Policy - Letter Grade GPA Description

II. Grading Standards

A+ (96-100%)	Mastery
A (90-95%)	
B+ (86-89%)	Exceeds
B (80-85%)	
C+ (76- 79%)	Meets
C (70-75%)	
D (65 -69%)	Approaches
F (64% and below)	Falls Far Below

III. Grade Point Averages

The selection of the valedictorian and salutatorian will be determined by the highest GPA's at the end of the first semester of the graduating year. In the event of a tie, GPA's may be calculated at a later date.

IV. GPA Calculations

Advanced placement or college level 101 classes- A-5.2, B-4.2, C-3.2

Honors Classes – A-4.2, B-3.2, C-2.2

Regular Classes- A-4.0, B-3.0, C-2.0, D-1.0

V. Testing

MAP testing will take place in the fall and spring for all new students and certain returning students. Please check the current school calendar for dates. Yearly testing is necessary to measure our students' academic growth. Please strive to have your student at school during all testing dates. All 9th grade students take the EXPLORE. All 10th grade students take the PLAN. All 11th graders take MME.

VI. Homework

CH+THS may assign homework based on the rigor of the curriculum. Also, students who do not finish their daily assignments on APEX are encouraged to log on from home to complete the work.

VII. Extracurricular Credit Policy

CH+THS may award high school elective credit for students involved in activities outside school. Credit will be based upon Carnegie Units. (Carnegie units are based on one class period a day for 5 days, with the length of the periods unspecified.)

The activity will involve a minimum of 4 hours per week for 11 weeks and will earn .25 credits. A log or paystub reflecting work/volunteer hours will be provided quarterly along with an evaluation. The activity will be approved by the administration as educationally relevant and in line with our mission statement. All supporting documents must be filed before credits will be rewarded.

VIII. Assessments and Exams

At CH+THS, students will be assessed in their classes in various ways. Rigor Managers will use each student's online assessment data, participation, conduct, papers, projects, presentations, tests/quizzes and major exams at the end of each semester to determine each student's grade. Unit assessments, tests, quizzes and/or essays will count for at least 70% of a student's grade.

As the vast majority of colleges use final exams, at the end of each semester CH+THS students will have a mid-term and final exam or paper/project in all their core academic classes. If a course includes an Advanced Placement Exam, these tests may replace a final exam.

<u>GRADUATION REQUIREMENTS</u>		
Courses	Credits	Description
Mathematics	4	Algebra I, Geometry, Algebra II, one math course in in final year of high school
English Language Arts	4	English Language Arts 9, 10, 11 and 12
Science	3	Biology, Chemistry or Physics, one additional science credit
Social Studies	3	US History and Geography, World History and Geography, .5 credits in both Civics and Economics
Physical Fitness Education & Health	1	Health 1-4, Sports, Modern Dance, Basic Swim, Bowling, Aerobics
Visual, Performing, and Applied Arts	1	Art Appreciation, American Film Survey, Music Appreciation
Project Based Learning Experience	2	Developed and supported by peers, school staff and DMC
Language Other than English	2	In grades 9-12; or an equivalent learning experience in grades K-12 (beginning with students entering 3 rd grade in 2006)
Health Applications	4	Four-year series of practice at local healthcare facilities and designed to prepare students for careers in the health professions.
Online Learning Experiences		

IX. School Hours

Office: Monday- Friday 7:30 A.M. – 4:30 P.M

Students: Monday- Friday 8:40 A.M. – 3:40 P.M.

X. Attendance

All students enrolled in CH+THS are required to attend school daily. If your student will be absent, please call the school office before 9:00 a.m. Please plan doctor visits, vacations and outings around the school calendar. High School credits may be affected by poor attendance. The grade earned is based upon the successful achievement of course objectives and determined by the instructor. A credit is earned by successful achievement of course work with a passing grade and regular attendance each semester.

XI. Tardy Policy

Any student not inside the learning center and seated when morning announcements begin is considered tardy. Three tardies within a five day period will require after school attendance until 5:00 P.M.

Students who have *5 or more unexcused* absences in a semester may not be granted credit for that semester. Excused absences may be granted, but written documentation of the absence must be received the day the student returns to school. **Students may receive an administration waiver for the following reasons:**

2. Death in the family (card from the funeral service, a newspaper obituary notice, or a copy of the death certificate.)
3. Medical (Requires a doctor's note, an appointment card or an office visit receipt.)
4. Dental: an orthodontist/dentist note and or an appointment card.
5. A court required presence. (Documentation must be provided).
6. Absences excused because student was sent home due to illness
7. For chronic illness, such as asthma, appropriate documentation must be in the student file. A Parent/Guardian must call the day of the absence and send a note the day the student returns to school.

Students who leave during regular school hours must be signed in/out by a parent or guardian.

Absences that are not waived beyond the five-day limit would include, but not be limited to:

1. Family vacation
2. Illness when a student is not seen by a medical doctor.
3. Student employment

XII. Administrative Review

Administrative review is used when considering extenuating circumstances related to any absence. Parent calls or letters concerning student absences are appreciated; however, such contacts are NOT considered the required documentation.

XIII. Signing Out Early

We strongly discourage parents or guardians from signing students out early for appointments or other engagements which can be scheduled during school breaks, half days or after school hours. Students who must leave school early for unavoidable purposes must provide a written request with the reason for leaving signed by a parent to the high school office. **Family members must come to the Main Office to sign students out if approved for early pick-up.** Before students leave early, they are responsible for collecting coursework from every Rigor Manager. A Parent or Guardian must authorize in writing on our Emergency Contact Form all additional family members who can sign their child out of school. Students are responsible for any and all work missed when they are out of school. It is not the teachers' responsibility to track down students who have absence issues.

XIV. Progress Reports

A plan where students have a progress report targeting specific behaviors and/or academic support that each teacher fills out and the parents sign.

ADVANCED PLACEMENT POLICIES FOR MICHIGAN COLLEGES AND UNIVERSITIES

INTRODUCTION

I. The Program

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

There are currently more than 110,000 teachers leading AP courses in high schools worldwide. AP teachers are some of the world's finest. The Program is strengthened by their participation in professional development workshops and Summer Institutes and in the annual AP Reading where thousands of AP teachers and college faculty gather at college sites across the United States to score the AP Exams using rigorous guidelines.

II. The Program's Role

The AP Program plays a creative role as well as a facilitative one. As an intermediary among participating institutions, the Program does the following: Chooses college faculty and AP secondary school teachers who develop college-level Course Descriptions and examinations, and facilitates this development process; Administers and scores examinations based on the learning goals described in the Course Descriptions; Sends AP Grade Reports to the students, their schools, and their designated colleges; Prepares publications, online materials, and other resources to supplement and support the Program's activities; Provides conferences, consultants, and curricular materials to help interested schools establish college-level courses; Assists schools and teachers in their efforts to prepare students through professional development initiatives such as AP Vertical Teams®; Conducts research and strives to develop new services and products that enhance quality education.

III. AP Program Facts

The AP Program offers 37 courses in 20 subject areas. Nearly 60 percent of U.S. high schools participate in the AP Program. In 2007, 2.1 million AP Exams were administered nationwide. More than 60,000 teachers nationwide attended AP workshops and institutes for professional development last year. Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both, for qualifying AP Exam grades.

Effective April 8, 1996, Public Acts 160 (HB 4643) created the Postsecondary Enrollment Options Act (PSEO), providing for the participation of high school students in dual enrollment or postsecondary enrollment options. The bill is tie-barred to Public Acts 159 and 161, which, in part, direct the State Board of Education to publish a college level equivalent/Advanced Placement course directory.

Specifically, Public Act 159 (HB4640) states:

Sec. 1474.(1) The state board annually shall publish and distribute to school districts and public school academies, and upon request to nonpublic high schools, a college level equivalent course directory. Subject to subsection (2), the college level equivalent course directory shall list postsecondary institutions in the state that grant college level equivalent credit and, for each of those postsecondary institutions, shall describe the institution's, college level equivalent credit policy and detail the specific courses and number of credits for which college level equivalent credit may be granted and the college level equivalent credit examination that must be completed and the score that must be achieved to qualify for college level equivalent credit for each of the courses.

(2) The state board shall not include information about a particular postsecondary institution in the college level equivalent course directory unless the chief academic officer of the institution, or his or her designee, review the information before publication and verifies in writing that it is accurate.

This section contains listings of awards of advanced placement credit for postsecondary institutions in Michigan. Credit is awarded for successful completion of any College Board advanced placement examination. Credits are awarded after official examination results are received and the student is enrolled in the institution. The number of credits granted for a particular advanced placement examination may vary from one institution to another and may depend on the score earned on the examination.

This publication reflects the most current institutional policies regarding Advanced Placement. All Michigan Colleges and universities were provided the opportunity to report on their Advanced Placement policies. For some institutions, this request was not applicable, and thus they are not included in this directory. While every effort has been made to present the most current information, it is always good practice to contact the institution with any questions that may arise upon review of the Advanced Placement policies contained in this section. If you have further questions, please contact:

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This information in this section was provided by the Michigan Department of Education.

COURSE OFFERINGS

I. 9TH GRADE SCHEDULE (BEGINNERS)

➤ ***English Composition (1 Year; 1 credit)***

Course Description: This course integrates the study of composition, language, literature and reading. Grammar, vocabulary and study skills are implemented through reading and writing. Students will read and respond to a variety of literary genres and will develop essays through all stages of the writing process.

➤ ONE of the following mathematics courses:

○ ***Math Foundations (Pre-Algebra) (1 Year; 1 credit)***

Course Description: This is an introductory algebra course designed to prepare students for Algebra I. Topics that will be covered include operations with rational numbers, order of operations and linear equations and functions.

○ ***Algebra I (1 Year; 1 credit)***

Course Description: This course builds on the study of functions and representations begun in the middle grades by broadening the study of linear, quadratic and exponential relationships. Algebra I includes the study of rational and real numbers, operations with polynomials to include factoring, ratios and percents, linear equations, rational equations, roots and radicals. Students will develop an understanding that Algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems.

○ ***Algebra II/Trigonometry (1 Year; 1 credit)***

Course Description: This course builds on concepts taught in Algebra I and Geometry by continuing the study of the real numbers system, equations and inequalities, operations with polynomials, rational expressions, irrational and complex numbers, quadratic equations, functions and trigonometry. *Algebra II* will extend the numeric and logarithmic ideas of accuracy, error, sequences and iterations, as well as analytical geometry. Students will develop an understanding that algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems.

Pre-requisite: *Algebra I*

○ ***Geometry (1 Year; 1 credit)***

Course Description: This course builds on middle school geometric topics and students further develop analytic and spatial reasoning. Students will apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts, building spatial visualization skills and deepening their understanding of shape and shape relationships. Connections are made from algebraic reasoning to geometric situations. Students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems.

Pre-requisite: *Algebra II/Trigonometry*

➤ ***Biology (1 Year; 1 credit)***

Course Description: This course involves a study of the basic biological topics, principles and techniques through lecture, group work, class discussion and laboratory. Topics include, but are not limited to, nature, process and history of science; cell biology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy and organization in living systems; behavior of organisms.

➤ ***U.S. History (1 Year; 1 credit)***

Course Description: This course comprises a broad study of 20th Century American History. Students will explore major events, trends and issues that have given shape and definition to our time and laid the groundwork for the 21st Century. They will explore in depth major events such as the World Wars, The Great Depression and the Cold War. Key concepts will be developed from social, political and economic perspectives; as well as Core Democratic Values.

➤ ***Spanish I (1 Year; 1 credit)***

Course Description: This course introduces students to the language, culture and geography of the Spanish-speaking world. Students will develop the ability to speak, read and write Spanish, as well as understand spoken Spanish, through varied methods and medium. This first year language course

emphasizes oral work with videos, tapes, songs and projects with common themes such as school, preferences and families. Daily written homework encourages understanding the mechanics of the language. Upon successful completion of this course, students will advance to the second year of study.

➤ ***Beginner Health & Technology & Service Learning (1 Year; 1 credit)***

Course Description: This course consists of a health component, a technology component and a service-learning component. Each component will last for one trimester. For the health component, students will learn skills necessary in an emergency to sustain life, reduce pain and minimize injury or sudden illness until more advanced medical help arrives. This course includes professional rescuer CPR certification and Emergency Response certification (Advanced First Aid). For the technology component, students will be working with *Grand Circus*, a technology training institute in Detroit and our partner, in developing computer-programming skills. For the service-learning component, students will be researching and learning about the Detroit Blight Project.

➤ ***Physical Education (1 Year; 1 credit)***

Course Description: This course provides students with instruction in cardiovascular training and strength conditioning as part of a lifelong fitness plan. Activities include both team and individual sports. Weekly classroom instructional experiences may be incorporated.

II. 10TH GRADE YEAR SCHEDULE (INTERMEDIATES)

➤ ***American Literature (1 Year; 1 credit)***

Course Description: This course involves a review of grammar, mechanics and vocabulary as a basis for advanced composition practice in a variety of modes. In addition to regular readings and discussions of poetry and prose by American authors, this course introduces students to formal critical analysis of the literary genres.

Pre-requisite: ***English Composition***

➤ ONE of the following mathematics courses:

○ ***Algebra I (1 Year; 1 credit)***

Course Description: This course builds on the study of functions and representations begun in the middle grades by broadening the study of linear, quadratic and exponential relationships. Algebra I includes the study of rational and real numbers, operations with polynomials to include factoring, ratios and percents, linear equations, rational equations, roots and radicals. Students will develop an understanding that Algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems.

○ ***Algebra II/Trigonometry (1 Year; 1 credit)***

Course Description: This course builds on concepts taught in Algebra I and Geometry by continuing the study of the real numbers system, equations and inequalities, operations with polynomials, rational expressions, irrational and complex numbers, quadratic equations, functions and trigonometry. *Algebra II* will extend the numeric and logarithmic ideas of accuracy, error, sequences and iterations, as well as analytical geometry. Students will develop an understanding

that algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems.

Pre-requisite: *Algebra I*

○ ***Geometry (1 Year; 1 credit)***

Course Description: This course builds on middle school geometric topics and students further develop analytic and spatial reasoning. Students will apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts, building spatial visualization skills and deepening their understanding of shapes and shape relationships. Connections are made from algebraic reasoning to geometric situations. Students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems.

Pre-requisite: *Algebra II/Trigonometry*

➤ ***Chemistry (1 Year; 1 credit)***

Course Description: This is a course that stresses the theoretical and mathematical relationships of matter and energy. The course involves extensive laboratory work including safety and techniques.

Pre-requisite: *Biology*

➤ ***Government (1/2 Year; 0.5 credit)***

Course Description: This course provides students with the opportunity to learn about the government of the United States at the federal, state and local levels. Students will explore the purpose of government and will examine how various governments meet the needs of the people. Students will examine the duties, responsibilities and individual roles of citizens in a democracy, as well as prepare them to become contributing members of American society.

➤ ***Economics (1/2 Year; 0.5 credit)***

Course Description: This course provides a thorough exploration of the essential knowledge and skills in the areas of civics, economics and geography.

➤ ***Spanish II (1 Year; 1 credit)***

Course Description: Spanish II is a continuation of Spanish I with an emphasis on vocabulary expansion and grammar constructions, particularly verb tenses and exceptions to the rules. Students will demonstrate comprehension of new concepts through more advanced reading and writing. Students work to improve their listening and speaking skills through more frequent and extended use of Spanish dialogues and skits. Cultural focus remains an integral part of the course. Upon successful completion of this course, students will advance to the third year of study.

Pre-requisite: *Spanish I*

➤ ***Intermediate Health & Technology (1 Year; 1 credit)***

Course Description: The health component provides students with a basic overview and exposure to a variety of health careers such as Occupational Therapy, Physical Therapy and Nursing. Students will be introduced to medical terminology and abbreviations commonly utilized in these fields.

They will also develop employability skills and basic patient care skills such as taking blood pressure. For the technology component, students will continue developing computer programming and design skills.

➤ ***Health (1/2 Year; 0.5 credit)***

Course Description: This required course emphasizes the practical application of knowledge and skill to promote healthful daily living. Wise decision-making skills are nurtured as students explore a variety of health related topics such as mental health, nutrition, eating disorders, physical fitness, substance abuse, human sexuality, growth and development, reproductive health, infectious diseases including HIV/AIDS, abuse and violence prevention, sexual harassment prevention and consumer health decisions. Students are encouraged to take personal responsibility for making healthy decisions regarding their physical, mental and emotional well-being. Personal assessments, role-playing, problem-solving and a multitude of hands-on learning activities reinforce learning.

➤ ONE of the following electives:

○ ***Vocal Music (1/2 Year; 0.5 credit)***

Course Description: Vocal music is open to all students interested in singing a wide selection of choral literature that will include variety in form, texture and style. Beginning music theory, sight singing and vocal techniques are part of the curriculum. Performances include concerts and may include solo/ensemble programs and choral festivals. No audition is required.

○ ***Media Literacy (1/2 Year; 0.5 credit)***

Course Description: This course teaches students how to build the critical thinking, writing and reading skills required in a media-rich and increasingly techno-centric world. In a world saturated with media messages, digital environments and social networking, concepts of literacy must expand to include all forms of media. Today's students need to be able to read, comprehend, analyze and respond to non-traditional media with the same skill level they engage with traditional print sources. A major topic in Media Literacy is non-traditional media reading skills, including how to approach, analyze and respond to advertisements, blogs, websites, social media, news media and wikis. Students also engage in a variety of writing activities in non-traditional media genres, such as blogging and podcast scripting. Students consider their own positions as consumers of media and explore ways to use non-traditional media to become more active and thoughtful citizens. Students learn how to ask critical questions about the intended audience and underlying purpose of media messages, and study factors which can contribute to bias and affect credibility.

III. 11TH GRADE YEAR SCHEDULE (ADVANCED)

➤ ONE of the following English-elective courses:

○ ***African-American Literature (1 Year; 1 credit)***

Course Description: This course is designed to develop appreciation, understanding and respect for the literature of African-Americans while ensuring that students have opportunities to engage successfully in analyzing and creating spoken, written, electronic and visual texts. Students will study major authors, themes and literary movements in the literature of African-Americans as well as rhetorical devices and writer's craft. Students will engage in a variety of writing assignments including a research paper and narrative, persuasive and analytical essays.

Pre-requisite: *American Literature*

○ ***School Newspaper (1 Year; 1 credit)***

Course Description: This course is designed to offer a general introduction to the writing of news, editorials, features, reviews and sports stories. Students will learn and practice clear, concise and accurate writing. Students will also be introduced to photography, desktop publishing and various styles of page makeup.

Pre-requisite: *American Literature*

○ ***Yearbook (1 Year; 1 credit)***

Course Description: Yearbook production is a challenging experience of photo journalism that requires involvement beyond the regular school day. Students will learn journalistic copy writing, magazine style layout, photographic and artistic design and financial responsibility. Students will also plan content, design, gather and organize information, meet deadlines, and work cooperatively with each other. As a result, this class requires motivated and responsible students. The end product of this ambitious project is a pictorial history of the year. Students use computers extensively.

Pre-requisite: *American Literature*

➤ ONE of the following mathematics courses:

○ ***Algebra II/Trigonometry (1 Year; 1 credit)***

Course Description: This course that builds on concepts taught in Algebra I and Geometry by continuing the study of the real numbers system, equations and inequalities, operations with polynomials, rational expressions, irrational and complex numbers, quadratic equations, functions and trigonometry. *Algebra II* will extend the numeric and logarithmic ideas of accuracy, error, sequences and iterations, as well as analytical geometry. Students will develop an understanding that algebraic thinking is an accessible and powerful tool that can be used to model and solve real-world problems.

Pre-requisite: *Algebra I*

○ ***Geometry (1 Year; 1 credit)***

Course Description: This course builds on middle school geometric topics and students further develop analytic and spatial reasoning. Students will apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts, building spatial visualization skills and deepening their understanding of shape and shape relationships. Connections are made from algebraic reasoning to geometric situations. Students will experience geometric thinking and reasoning techniques as accessible and powerful tools that can be used to explore the concept of mathematical proofs as well as to model and solve real-world problems.

Pre-requisite: *Algebra II/Trigonometry*

○ ***Pre-calculus (1 Year; 1 credit)***

Course Description: This course is the preparation for calculus. The study of the topics, concepts and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebra concepts and procedures at higher conceptual mathematical levels. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors, matrices and polar coordinates, are introduced, with an eye toward modeling and solving real-world problems.

Pre-requisite: *Geometry*

➤ ***Physics (1 Year; 1 credit)***

Course Description: Physics is the study of matter and energy and their interactions. This course involves a conceptually and mathematically focused study of topics such as mechanics, waves, electricity and magnetism.

Pre-requisite: *Chemistry*

➤ ***World History (1 Year; 1 credit)***

Course Description: An historical approach to the study of human experience throughout the world from ancient to contemporary times will be the core of this survey course. The contributions and patterns of living in civilizations around the world will also be examined.

➤ ***Spanish III (1 Year; 1 credit)***

Course Description: The emphasis of this course shifts from learning the fundamentals to developing fluency. Students will continue to build their vocabulary and learn to use the more complex verb tenses. Speaking and listening skills are refined through dialogues and skits that will require them to think in Spanish. Reading and writing skills are improved through Spanish literature and frequent writing. Upon successful completion of this course, students will advance to the fourth year of study.

Pre-requisite: *Spanish II; Students will need to test into Spanish III.*

➤ ***Anatomy, Physiology, and Pathophysiology (1/2 Year; 0.5 credit)***

Course Description: This year-long course strives to introduce students to human anatomy and physiology with an emphasis on the systems of the body and how they are interrelated. The course will cover a variety of topics such as medical terminology, basic chemistry, cell and tissue structure and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive systems). Students will also be introduced to various disease processes pertaining to these body systems. Laboratory activities will include several microscopic analyses of tissue specimens as well as several dissections to accompany the subject matter.

➤ ***Psychology (1/2 Year; 0.5 credit)***

Course Description: This course is designed to be an introductory study of the human mind, its processes and behavior. Students will explore the history, theory and biology of psychology from various perspectives. Topics covered include varying approaches, methods of research, the human brain, learning and memory, sleep and dreams, sensation and perception, personality and development.

➤ ***Student government (1 Year; 1 credit)***

Course Description: As members of the student government, students not only represent the student body to faculty and administration, but also shape the student experience at Cornerstone Health + Technology High School. Students will be actively involved with sponsoring and organizing activities within the school and in the community. The student government will also work closely with other student clubs in support of school spirit activities and resources.

DUAL ENROLLMENT

I. Introduction

In Michigan, there are two laws that govern early college credit opportunities for students. The Postsecondary Enrollment Options Act or Public Act 160 of 1996, and the Career and Technical Preparation Act or Public Act 258 of 2000, both commonly referred to as dual enrollment. These laws establish eligibility criteria for students and require that school districts assist in the payment of eligible charges (tuition, mandatory course or material fees, and registration fees), at a state

university, community college or independent nonprofit degree-granting college or university that is located in this state, if all of the following conditions are met:

1. Students are in grades 9 through 12.
2. Students may be eligible for dual enrollment by completing all sections in at least one of the following assessments and receiving the minimum qualifying score as indicated in the chart below section II (“General Steps to Dual Enroll”). Additionally, pupil eligibility is a local decision that should include multiple sources of information about whether or not a student is ready for a postsecondary course.
3. Students must be enrolled in both the school district and postsecondary institution during the local school district’s regular academic year and must be enrolled in at least one high school class.
4. Students do not have to “exhaust” the high school’s curriculum before they are eligible for postsecondary enrollment, however, if the district offers equivalent courses, these courses have precedence over a postsecondary course with similar content. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student’s control.
5. College courses that are a hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible for tuition support.
6. School districts are required to pay the lesser of:
 - a. The actual charge for tuition, mandatory course fees, materials fees and registration fees; or
 - b. That state portion of the students’ foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, please contact your student’s counselor.

II. General Steps to Dual Enroll

- a. Approval of a parent or guardian and high school principal or counselor is required on the "**Dual / Concurrent Enrollment**" form; this form must be completed each semester the student enrolls in the Dual or Concurrent Enrollment Program.
- b. **Step 1: Fill out and submit a Dual Enrollment application.** The application must be signed by the parent or guardian of the student as well as the high school principal. It is important to note that applications which do not have the parent/guardian’s signature and the high school principal’s signature will be considered incomplete and will not be processed.
- c. **Step 2:** All Dual /Concurrent Enrollment students must take the English and Math **COMPASS Assessment tests** at the college to determine course placement (students may be exempted from taking COMPASS tests if they achieve certain benchmark ACT/SAT subsection or AP subject scores). Some schools ask students to take a Biology Proficiency Test as well.
- d. **Step 3:** Advisors will review the application to determine that it is complete, review the COMPASS test scores and advise the student of classes to select for the upcoming semester. It may be necessary for the advisor to consult with the high school counselor or principal prior to class

selection.

e. **Step 4: Registration**

Frequently Asked Questions - Postsecondary Dual Enrollment
 PA 160 of 1996: Postsecondary Enrollment Options Act (PSEOA)

Table 1. Minimum Postsecondary Dual Enrollment (PDE) Qualifying Score by Assessment

	Assessment	Test Section	Content Area	Minimum PDE Qualifying Score
Ready to Take Postsecondary Courses and Succeed Without Remediation	MME	Reading	Reading	1108
		Writing	Writing	1100
		Mathematics	Mathematics	1116
		Science	Science	1126
		Social Studies	Social Studies	1129
	ACT	Mathematics	Mathematics	22
		Reading	Reading	21
		Science	Science	24
		English	English	18
	SAT	Critical Reading	Reading	500
		Writing	Writing	500
		Mathematics	Mathematics	500
	COMPASS	Mathematics	Mathematics	52
Reading		Reading	88	
English		English	77	
	Assessment	Test Section	Content Area	Minimum PDE Qualifying Score
On-track to be Ready to Take Postsecondary Courses and Succeed Without Remediation	EXPLORE	Mathematics	Mathematics	17
		Reading	Reading	15
		Science	Science	20
		English	English	13
	PLAN	Mathematics	Mathematics	19
		Reading	Reading	17
		Science	Science	21
		English	English	15
	PSAT	Critical Reading	Reading	42
		Writing Skills	Writing	41
		Mathematics	Mathematics	44

HEALTH CAREER PATHWAYS

I. Career Programs

- a. Physical Therapy Assistant Program/PTA and Occupational Therapy Assistant Program/OTA
 - i. Typical college pre-requisites
 1. *BIO 2630 Human Anatomy & Physiology (4)*
 2. *BIO 2640 Human Anatomy & Physiology II (4)*
 3. *ENG 1510 Composition I (3)*
 4. *HUM Fine Arts/Humanities (3); [MINIMUM OF 3 CREDIT HOURS NEEDED in the areas of art, creative writing, drama, foreign language, humanities, literature, music, philosophy or theater arts.]*
 5. ⊔ PER 1300 Stress Management: Neuromuscular Relaxation (2)
Or
⊔ PER 1590 Physical Well-Being in a Modern Society (2)
 6. *PSY 2510 Introduction to Psychology (3)*

**Credit for the italicized pre-requisite courses above can be transferred between colleges.*

**Counselors recommend that students start off by taking English or Psychology courses to get a feel for taking college level courses prior to enrolling in the science courses.*

ii. Students who complete all 19 pre-requisite credits for the PTA/OTA program prior to graduating from high school will have to wait upon graduation in order to be considered for the PTA/OTA program.

b. Nursing aide/assistant programs are offered in local colleges, but students are required to have a high school diploma before being able to join these programs. However, pre-requisites for **nursing programs** could be taken as a high school student.

TECHNOLOGY CAREER PATHWAYS

I. Career Programs

- l. Computer Information Systems; Associate of Applied Science Degree
 - a. **Suggested sequence of classes** (60 credits total for the entire program):
 - i. Semester 1 (13 credits total)

1. CIS 110 Introduction to Computer Information Systems (4)
2. ENG 119 English I (3)
3. CIS 112 Structured Design (3)
4. BUS 225 Computer Applications in Business (3)
- ii. Semester 2 (13 credits total)
 1. CIS 203 Visual Basic Programming Language (3)
 2. Elective Humanities (3)
 3. CIS 241 Internet Foundations (4)
 4. Elective English (3)
- iii. Semester 3 (13 credits total)
 1. CIS 207 Java Programming Language (4)
 2. MAT 113 Intermediate Algebra (3)
 3. Elective CIS (3)
 4. PS 101 American Government (3)
- iv. Semester 4 (13 credits total)
 1. CIS 209 C Programming Language (4)
 2. SPH 101 Fundamentals of Speech (3)
 3. CIS 210 Introduction to UNIX Operating Systems (3)
 4. Elective Social Science (3)
- v. Semester 5 (8 credits total)
 1. CIS 212 LINUX (4)
 2. Elective Natural Science w/ Lab (4)
- ii. Computer Information Systems: Business Analytics; College Certificate
 - a. **Suggested sequence of classes** (33 credits total):
 - i. Semester 1 (13 credits total)
 1. CIS 110 Introduction to Computer Information Systems (4)
 2. CIS 112 Structured Design (3)
 3. BUS 161 Introduction to Big Data and Business Analytics (3)
 4. MAT 113 Intermediate Algebra (3)
 - ii. Semester 2 (11 credits total)
 1. BUS 241 Business Analytics Software and Programming (4)
 2. CIS 120 Introduction to Database Concepts (3)
 3. CIS 207 Java Programming Language (4)
 - iii. Semester 3 (9 credits total)
 1. MAT 131 Descriptive Statistics (3)
 2. BUS 261 Business Applications of Big Data (3)
 3. CIS 260 System Analysis and Design (3)
 - iii. Computer Information Systems: Computer Support Specialist; College Certificate
 - a. **Suggested Sequence of Classes** (29 credits total):
 - i. Semester 1 (16 credits total)
 1. CIS 210 Introduction to UNIX Operating Systems (3)
 2. CIS 240 Networking Essentials (3)
 3. CT 210 Comp TIA A+ (6)
 4. CT 211 Networking I (4)
 - ii. Semester 2 (13 credits total)
 1. CIS 212 LINUX (4)
 2. CIS 245 Wireless Networking (3)

3. CIS 249 Computer Support I (3)
4. CIS 248 Computer Support II (3)
- IV. Computer Information Systems: Database Administrator; *College Certificate*
 - a. **Suggested Sequence of Classes** (29 credits total):
 - i. Semester 1 (9 credits total)
 1. BUS 225 Computer Applications in Business (3)
 2. CIS 112 Structured Design (3)
 3. CIS 120 Introduction to Database Concepts (3)
 - ii. Semester 2 (10 credits total)
 1. CIS 203 Visual Basic Programming Language(3)
 2. CIS 210 Introduction to UNIX Operating Systems (3)
 3. CIS 246 Oracle Database Administrator I (4)
 - iii. Semester 3 (10 credits total)
 1. CIS 240 Networking Essentials (3)
 2. CIS 247 Oracle Database Administrator II (4)
 3. OIS 254 Microsoft Access Specialist (3)
 - V. Computer Information Systems: Network Administrator; *College Certificate*
 - a. **Suggested Sequence of Classes** (30 credits total):
 - i. Semester 1 (8 credits total)
 1. CIS 110 Introduction to Computer Information Systems (4)
 2. CT 211 Networking I (4)
 - ii. Semester 2 (12 credits total)
 1. CIS 210 Introduction to UNIX Operating Systems (3)
 2. CIS 240 Networking Essentials (3)
 3. CT 210 Computer Repair II-Comp TIA A+ (6)
 - iii. Semester 3 (10 credits total)
 1. CIS 237 Cisco CCNA (7)
 2. CIS 243 Network Security Fundamentals (3)
 - VI. Computer Information Systems: Video Game Design and Animation Concentration; *College Certificate*
 - a. **Pre-requisite Work**
 - i. Students must have computer competencies, including the ability to key text at a minimum rate of 35 words per minute (these skills can be obtained through Keyboarding/Keyboarding Fundamentals/Intermediate Keyboarding classes)
 - b. **Suggested Sequence of Classes** (34 credits total):
 - i. Semester 1 (13 credits total)
 1. CIS 110 Introduction to Computer Information Systems (4)
 2. VGD 268 Computer Games Foundations (3)
 3. ART 115 Basic Drawing for Animation (3)
 4. DMP 101 Story Elements for a Digital Environment (3)
 - ii. Semester 2 (7 credits total)
 1. CIS 266 Introduction to Graphic Design (3)
 2. VGD 269 Introduction to 3D Graphics & Animation (4)
 - iii. Semester 3 (14 credits total)
 1. VGD 270 3D Character Development & Animation (4)
 2. VGD 271 Introduction to 3D Design (4)
 3. VGD 272 Texturing Fundamentals (4)

4. VGD 999 Computer Game Project (2)

VII. Computer Information Systems: Website Designer Concentration; College Certificate

a. **Pre-requisite Work**

i. Students must have computer competencies, including the ability to key text at a minimum rate of 35 words per minute (these skills can be obtained through Keyboarding/Keyboarding Fundamentals/Intermediate Keyboarding classes)

b. **Suggested Sequence of Classes** (30 credits total):

i. Semester 1 (11 credits total)

1. CIS 110 Introduction to Computer Information Systems (4)

2. CIS 112 Structured Design (3)

3. CIS 241 Internet Foundations (4)

ii. Semester 2 (9 credits total)

1. BUS 228 Internet Web Page Design (3)

2. CIS 266 Introduction to Graphic Design (3)

3. CIS 213 Web Design Methodology and Technology (3)

iii. Semester 3 (10 credits total)

1. CIS 258 JavaScript/PERL (4)

2. CIS 250 E-commerce Strategies and Practices (3)

3. CIS 267 Understanding and Developing Multimedia (3)

II. Contacts

a. Oakland Community College

i. Sherri (dual enrollment): 248-232-4287

ii. Ola Martin (OTA/PTA program): 248-233-2917

b. Wayne County Community College

i. Will Sampson (dual enrollment): 313-496-2648

c. Henry Ford Community College

i. Andra (counselor): 313-317-6808

RECEIPT OF HANDBOOK

ACKNOWLEDGEMENT

This form must be completed and returned to the school office within five days of receiving this book.

We have received a copy of the **Cornerstone Health + Technology High School Parent and Student Handbook**. We understand that it is our responsibility as parent/guardian and student, to review and become familiar with the contents of this book – including, but not limited to, the sections on Discipline, Student Conduct and the Acceptable Use of Technology.

Please Print Student's Name

Parent/Guardian Signature

Date

Student Signature

Date

School

PARENT/GUARDIAN AND STUDENT MUST SIGN