



WASHTENAW INTERNATIONAL
HIGH SCHOOL & MIDDLE ACADEMY

An International Baccalaureate School

WIHI.ORG

2022-2023

Student and Family Guide

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TABLE OF CONTENTS

WELCOME!	7
MISSION OF WIMA & WIHI	8
INTERNATIONAL BACCALAUREATE	9
THE IB LEARNER PROFILE	9
THE IB MIDDLE YEARS PROGRAMME	11
TYPICAL WIMA THREE-YEAR COURSE OF STUDY	12
THE IB DIPLOMA PROGRAMME	13
TYPICAL WIHI FOUR-YEAR COURSE OF STUDY	14
FREQUENTLY USED SUPPORT CONTACTS	16
WIMA & WIHI STAFF CONTACT INFORMATION	18
2022- 2023 SCHOOL CALENDAR	21
2022-2023 Daily Bell Schedules	23
SCHOOL MAP	24
OVERVIEW	25
START OF SCHOOL YEAR	25
FINISH OF SCHOOL YEAR	25
PARENT/GUARDIAN MEETINGS	25
BLOCK SCHEDULE	25
ACADEMIC POLICIES, PROCEDURES, RULES & REGULATIONS	25
ATTENDANCE	26
COURSE DESCRIPTIONS	26
TECHNOLOGY USE AND ACCESS	26
WIHI GRADUATION AND SENIOR REQUIREMENTS	26
SUPPORT PROGRAMS FOR STUDENTS	27
TEAM TIME	27
CLUBS	27
INITIATING A CLUB AT WIHI & WIMA	27
STUDENT SUPPORT TEAM (SST)	28
SST MISSION STATEMENT	28
SST TEAM STRUCTURE	28
PHILOSOPHICAL BASIS	28
SPECIAL EDUCATION & SECTION 504 PLAN POLICY	29
SERVICES FOR STUDENTS WITH ALLERGIES	29
FAMILY INVOLVEMENT	30

EVENTS	30
STUDENT-LED CONFERENCES	30
PTO	30
MUSIC BOOSTERS	30
PTO CONTACTS	30
IMPORTANT SCHOOL GOVERNANCE POLICIES AND PRACTICES	31
FREE SPEECH AND EXPRESSION	31
STUDENTS HAVE THE RESPONSIBILITY TO	31
DISTRIBUTION OR POSTING OF WRITTEN MATERIALS	31
SCHOOL-SPONSORED PUBLICATIONS	32
CONTROVERSIAL CURRICULUM MATERIALS APPROPRIATE USE POLICY	33
STUDENT MEETINGS & GATHERINGS	34
PERSONAL PROPERTY OR PROPERTY ASSIGNED TO A STUDENT	34
SCHOOL PARKING POLICIES	35
PARKING PERMITS	35
LOSS OF PARKING/DRIVING PRIVILEGES	36
BICYCLES	36
WIHI AND WIMA STUDENT CODE OF CONDUCT	37
WASHTENAW INTERNATIONAL RESTORATIVE MISSION AND VISION	37
BENEFITS OF RESTORATIVE APPROACHES IN THE SCHOOL SETTING	37
PURPOSE	38
PROCESS - PROACTIVE	38
PROCESS - RESPONSIVE	38
WIMA AND WIHI STUDENT DRESS CODE	39
GOALS OF A STUDENT DRESS CODE	39
RECOMMENDED DRESS CODE POLICY	40
STUDENTS MUST WEAR	40
STUDENTS CANNOT WEAR	40
TRAINING FOR SCHOOL ADMINISTRATORS, TEACHERS & STUDENTS	41
DRESS CODE ENFORCEMENT AT SCHOOLS	41
A STEP BEYOND DRESS CODE	42
CONSENT	42
SEXUAL HARASSMENT	42
SEXUAL HARASSMENT POLICY	42
ANTI-BULLYING POLICY	44

PROHIBITED CONDUCT	44
REPORTING AN INCIDENT	44
COMPLAINTS AGAINST CERTAIN SCHOOL OFFICIALS	45
INVESTIGATION	45
NOTICE TO PARENT/GUARDIAN	45
ANNUAL REPORTS	45
RESPONSIBLE SCHOOL OFFICIAL	45
POSTING/PUBLICATION OF POLICY	45
DEFINITIONS	46
PROHIBITED BEHAVIOR	48
CONTROLLED SUBSTANCES	49
ACADEMIC MALPRACTICE	49
HAZARDOUS CONDUCT	49
DISOBEDIENCE/DISRUPTIVE BEHAVIOR	50
TRUANCY	50
FOOD, BEVERAGE, LITTERING	50
VEHICLES	51
INDECENCY	51
PROPERTY MISCONDUCT	51
OTHER PROHIBITED BEHAVIOR	52
HAZING	52
PERSISTENT DISOBEDIENCE	52
M. WEAPONS/DANGEROUS MATERIAL	52
DISCIPLINARY ACTION CODES	52
DISCIPLINARY ACTION THAT MAY BE TAKEN BY THE ADMINISTRATION	54
LEGAL BASIS FOR SCHOOL DISCIPLINE	54
SEARCHES	59
RULES REGARDING SEARCH OF STUDENT LOCKERS, DESKS AND AUTOMOBILES	59
PERSONAL SEARCHES	59
AUTOMOBILE SEARCHES	59
SEIZURE OF ILLEGAL OR UNAUTHORIZED MATERIALS	60
WEAPON FREE SCHOOL ZONE	60
DEFINITIONS:	60
PETITION FOR REINSTATEMENT:	60
SUSPENSION FROM WIMA AND WIHI	62

IN-SCHOOL SUSPENSION	62
OUT-OF-SCHOOL SUSPENSION	62
COUNTING SUSPENSION DAYS	63
SUSPENSION FOR A DEFINITE PERIOD	63
APPEAL FOR SUSPENSION	64
REMOVAL FROM WIMA & WIHI	66
REMOVAL PROCEDURES:	66
PROCEDURE AT HEARING FOR REMOVAL	67

WELCOME!

Welcome to Washtenaw International High School and Middle Academy! The beginning of a new school year represents an opportunity for you to begin anew, set your goals, and move forward in achieving them. A new school adds the additional opportunity to shape its culture, begin its traditions, and set a positive example for the students that follow you. WIMA & WIHI staff are proud of your decision, your strength and your commitment to your own future. We pledge ourselves to support your decision and dedicate ourselves to your success.

WIMA & WIHI are diverse communities, which mirrors their contributing school districts. Their students represent many cultures, races, nationalities, ethnicities, and religions. Please join us in celebrating that diversity, building a cohesive community, and working toward our shared mission.

Welcome to your school!

MISSION OF WIHI & WIMA

Our mission is to engage in respectful relationships in order to build an diverse and intercultural community of inclusive, knowledgeable inquiring life long learners empowered to lead a socially just world.

WIHI and WIMA's mission is to empower our community to become equitable ambassadors that celebrate diversity by promoting inquiry and aspiring knowledgeable, life-long learners. We aspire to transform lives through a socially just, inclusive and globally enriched educational environment that emboldens students to become open-minded, empathetic and compassionate student ambassadors.

WIHI and WIMA's mission is to empower our community to become knowledgeable, inquiring, open-minded, life-long learners through fostering respectful relationships and celebrating our rich diversity. We aspire to transform lives through a socially just, inclusive, and globally enriched educational environment rooted in empathy and compassion.

VISION

We empower students to advocate for themselves and others compassionately through an intentional anti-prejudice and socially just education. We aspire to create an empathetic community focused on holistic growth and enrichment, cultivating lifelong learners and productive citizens.

WE VALUE...

- Equitable opportunities for critical thinking, reflection, and growth
- Developing lifelong learning
- Active engagement for social justice and global citizenship
- Building strong relationships and community
- Empathy and justice
- Health, balance, and well-being
- Intentional inclusion of our diverse community
- Fostering a space for student advocacy

May our actions and behaviors reflect these values in our community.

INTERNATIONAL BACCALAUREATE

Today, IB offers programs for students aged 3 to 19 (Primary Years, Middle Years, Diploma, and Career Program) to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a global society.

The International Baccalaureate comprehensive offerings, whole child emphasis, exceptional academic standards, mission-centered curriculum, and 21st century skill-based assessments offer real education reform based on international standards.

In Washtenaw County there is growing support for IB program adoption at all grade levels across local school districts, including the support for our countywide magnet middle and high school using the IB Diploma Program.

For more information on the International Baccalaureate Program, visit www.ibo.org.

WIMA and WIHI are International Baccalaureate World Schools. We earned full accreditation in April of 2013. The International Baccalaureate curriculum serves as the cornerstone for WIMA and WIHI's demanding academic programs. The IB program is an integrated liberal arts course of study requiring classes and assessments in six subject areas, a theory of knowledge course, the writing of an extended research essay, and participation in athletics, creative endeavors, and community service activities. The IB diploma is widely accepted by universities and colleges around the world as evidence of superior achievement. It is Washtenaw International High School's goal that every student receives an IB diploma and the benefits of a challenging, comprehensive education.

IB MISSION

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB curriculum encourages students across the world to become active, compassionate and lifelong learners.

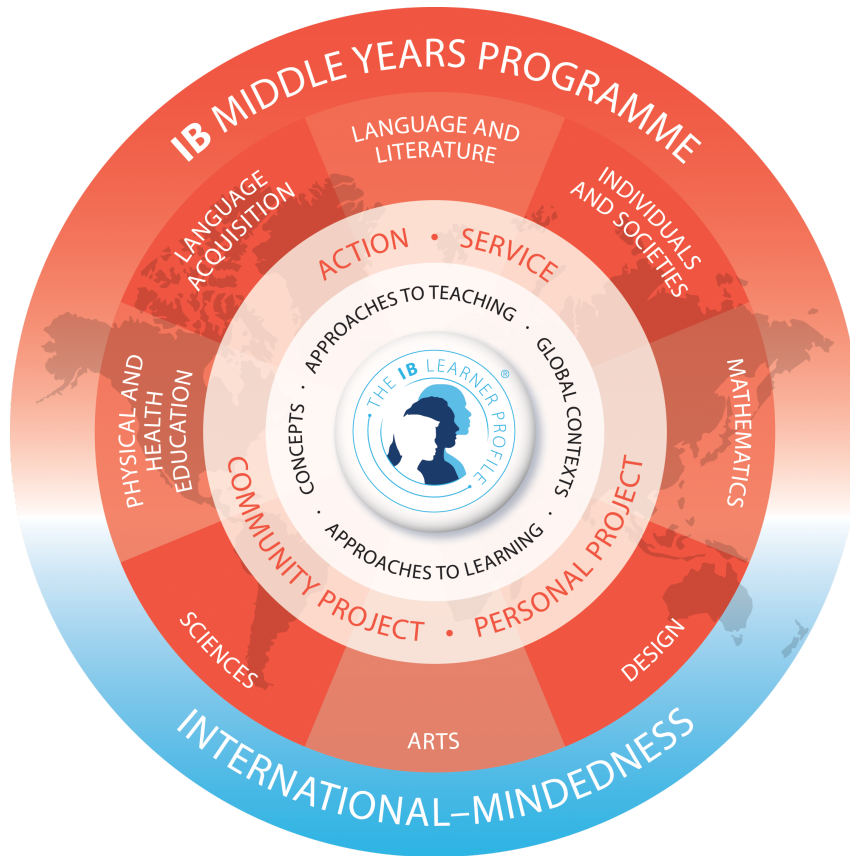
THE IB LEARNER PROFILE

These ten characteristics serve as our schools' personal code of conduct expectations.

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**IB Learner Profile Booklet, Cardiff, Wales, January 2009*

THE IB MIDDLE YEARS PROGRAMME



The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement - essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The MYP:

- addresses holistically students' intellectual, social, emotional, and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes, and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages (language of instruction and additional language of choice)** to support students in understanding their own cultures and those of others
- empowers students to participate in **service within the community**
- helps to prepare students for **further education** and the **workplace**

The MYP program is an integrated course of study requiring classes and assessments in eight subject areas: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. As stated in MYP literature, “student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5 (grades 9 and 10), students have the option to take courses from six of the eight subject groups, which provides greater flexibility.” The IB curriculum is displayed in the shape of a circle with eight academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the great traditions of learning in the humanities and the sciences.

TYPICAL WIMA THREE-YEAR COURSE OF STUDY

GRADE SIX

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band and Art
- ❖ Design Tech
- ❖ Physical and Health Education

GRADE SEVEN

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band or Art
- ❖ Design Tech
- ❖ Physical and Health Education

GRADE EIGHT

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band or Art
- ❖ Design Tech
- ❖ Physical and Health Education

THE IB DIPLOMA PROGRAMME



The International Baccalaureate Diploma Program Curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the great traditions of learning in the humanities and the sciences.

Within the Diploma Program, all students are required to select one subject from each of the six subject groups. At least three, and not more than four, are taken at Higher Level (HL), the others at Standard Level (SL). Distribution requirements ensure, for instance, that the science-oriented student is challenged to learn a foreign language, and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing HL concentrations allows students to pursue areas of personal interest and meet special requirements for university entrance.

All students are required to meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and

acquaints candidates with the independent research and writing skills expected at a university. Participation in the Creativity, Action, and Service (CAS) program encourages candidates to be involved in artistic pursuits, sports, and community service.

TYPICAL WIHI FOUR-YEAR COURSE OF STUDY

GRADE NINE

- ❖ 1 year (H) World Literature
- ❖ 1 year (H) World Studies
- ❖ 1 year (H) Language B: French or Spanish
- ❖ 1 year (H) Mathematics
- ❖ 1 year (H) Biology
- ❖ 1 year Fine Arts: Band, Choir, Orchestra or Art
- ❖ 1 year (H) Introduction to Physics
- ❖ 1 semester Approaches to Learning
- ❖ 1 semester Physical Education

GRADE TEN

- ❖ 1 year (H) American Literature
- ❖ 1 year (H) American Studies
- ❖ 1 year (H) Language B: French or Spanish
- ❖ 1 year (H) Mathematics
- ❖ 1 year (H) Chemistry
- ❖ 1 Semester Speech/Communications
- ❖ 1 Semester (H) Introduction to Economics
- ❖ 1 semester Health
- ❖ 1 semester MYP Core
- ❖ 1 year Elective: Band, Choir, Orchestra, Art or Theater

GRADE ELEVEN

- ❖ 1 year IB1 Literature
- ❖ 1 year IB1 Individuals & Societies: History or Global Politics
- ❖ 1 year IB1 Language Acquisition: French or Spanish
- ❖ 1 year IB1 Mathematics: Applications & Interpretations SL/HL or Analysis & Approaches SL/HL
- ❖ 1 year IB1 Science: Biology, Chemistry, Environmental Systems and Societies SL*, Sports Exercise and Health Science SL* or Physics
- ❖ 1 year IB1 Elective: Economics, Psychology, Ab Initio language acquisition, Global Politics, Psychology, Art, Music, Theater, second Science
- ❖ 1 semester Wellness
- ❖ 1 semester DP Core
- ❖ 1 semester IB1 Theory of Knowledge
- ❖ 1 semester Government or Hybrid Government in summer school
- ❖ 1 year (optional) Choir, Band or Orchestra (requires Hybrid Government in summer school)

GRADE TWELVE

- ❖ 1 year IB2 Literature (HL or SL)
- ❖ 1 year IB2 Individuals & Societies: History (HL or SL)
- ❖ 1 year IB2 Language B: French or Spanish at HL or SL
- ❖ 1 year IB2 Mathematics: Studies SL, Mathematics SL or Mathematics HL
- ❖ 1 year IB1 Science: Biology, Chemistry, Environmental Systems and Societies SL*, Sports Exercise and Health Science SL* or Physics
- ❖ 1 year IB2 Elective: Economics, Ab initio Language B, Global Politics, Psychology, Art, Music, Theater or second Science
- ❖ 1 semester IB2 Theory of Knowledge
- ❖ 1 semester IB Exam Prep
- ❖ 1 year Senior Strategies Wellness, Lifetime Fitness, Choir, Orchestra or Band

***ESS and Sports Ex. are IB courses which are completed in one year - either grade 11 or grade 12.**

EQUITABILITY NOTICE

WIMA and WIHI comply with the regulations of Title IX of the Education Act Amendments of 1972. No student will be discriminated against on the basis of sex in any school-sponsored program offering as stipulated in Title IX.

All student grievances filed in relation to this policy will follow the appeal approach as outlined in the Code of Conduct.

WIMA and WIHI also comply with the regulations of Title VI, Section 504. In accordance with Title VI, Section 504, no student will be discriminated against on the basis of race, sexual orientation, gender identity, or handicap in any school-sponsored program. All student grievances filed in relation to this policy will follow the appeal approach as outlined in the Code of Conduct.

FREQUENTLY USED SUPPORT CONTACTS

Support	Contact Person	Email/ Phone Number
Accident Report	Main Office	(734) 994-8145
Athletics	Rachel Hervey	rhervey@wihi.org
Attendance	Ambreen Mooraj	(734) 994-8145 (opt-1)
CAS/ Service Learning	Mr. Ashley Fox	afox@wihi.org
Change of Address	Kelly Cartwright	kcartwright@wihi.org
Club Information	Sponsoring Teacher	Staff Directory listed below
College Planning	Brian Nemerovski	bnemo@wihi.org
Curriculum Coordinator - DP (Grades 11-12)	Daniel Giddings	dgiddings@wihi.org
Curriculum Coordinator - MYP (Grades 6-10)	Rachel Hervey	rhervey@wihi.org
Emergency	Main office	(734) 994-8145
English Language Learner Services	Rachel Hervey	rhervey@wihi.org
Extended Essay	Maureen Young	myoung@wihi.org
Financial Aid/Scholarships	Brian Nemerovski	bnemo@wihil.org
Grade Questions	Teacher/Student Support Team	Staff Directory listed below
Graduation Requirements	Brian Nemo	bnemo@wihi.org
Information for Extended Absence	Ambreen Mooraj/ main office	amooraj@wihi.org

International Student Support	Rachel Hervey	rhervey@wihi.org
Locker Problems	Ambreen Mooraj	amooraj@wihi.org
Lost and Found	Ambreen Mooraj/ main office	amooraj@wihi.org
Lunch Assistance	Cafeteria	jgarcia@wihi.org
Medical/Health Needs	Rachel Hervey	rhervey@wihi.org
Parking Permit Applications	Andrea Grieb	agrieb@wihi.org
Report Cards	Student Support Team	Staff Directory listed below
Social and Emotional Support	Student Support Team	Staff Directory listed below
Student ID Replacement	Ambreen Mooraj/ main office	Amooraj@wihi.org
Textbooks	Issuing Teacher	Staff Directory listed below
Theft Report	Ambreen Mooraj/ main office	amooraj@wihi.org
Transcripts	Student's counselor	Staff Directory listed below
Transferring Schools	Kelly Cartwright	kcartwright@wihi.org
Visitor's Passes	Main Office	Pick up in main office
Work Permits	Ambreen Mooraj/ main office	amooraj@wihi.org

WIMA & WIHI STAFF CONTACT INFORMATION

Administration & Main Office

Nhu Do	nhudo@wihi.org	Principal
Jessica Garcia	jgarcia@wihi.org	Associate Principal

Rachel Hervey	rhervey@wihi.org	Dean of Students/ MYP Coordinator/School Health Coordinator
Daniel Giddings	dgiddings@wihi.org	DP Coordinator/Lead Teacher
Perry Seibert	pseibert@wihi.org	Administrative Assistant
Ambreen Mooraj	amooraj@wihi.org	Administrative Assistant
Kelly Cartwright	kcartwright@wihi.org	Accounting and Admissions

Faculty

Albrecht, Richard	ralbrecht@wihi.org	Individuals & Societies
Atwood, Smith	satwood@wihi.org	Physical Education
Bartolacci, Ari	abartolacci@wihi.org	Communications
Basler, John	jbasler@wihi.org	Mathematics
Bostley, Scout	sbostley@wihi.org	Language and Literature
Branigan, Riley	rbranigan@wihi.org	Individuals & Societies
Church, Tammy	tchurch@wihi.org	Mathematics, Individuals & Societies
Clemons, Donny	dclemons@wihi.org	Individuals & Societies
Donnelly, Caitlin	cdonnelly@wihi.org	Mathematics
Faber, Rachel	rfaber@wihi.org	Individuals & Societies
Fox, Ashley	afox@wihi.org	Fine Arts (Theater), Individuals & Societies

Gentry, Sara	sgentry@wihi.org	Mathematics
George, Allison	ageorge@wihi.org	Language and Literature

Gilmartin, Michael	mgilmartin@wihi.org	Mathematics
Gravlin, Nick	ngravlin@wihi.org	Experimental Sciences
Greschuk, Alex	agreschuk@wihi.org	Individuals & Societies
Griffin, Angie	agriffin@wihi.org	Fine Arts (Visual)
Henson, Denae	dhenson@wihi.org	Individuals & Societies
Kamm, Connor	ckamm@wihi.org	Language Acquisition
Langeland, Haley	hlangeland1@wihi.org	Experimental Sciences
Larios, Jacqueline	jlarios@wihi.org	Language Acquisition
MacGregor, Erika	emacgregor@wihi.org	Integrated Sciences, Mathematics
Matelski, Trisha	tmatelski@wihi.org	Language Acquisition
Nowakowski, Audrey	anowakowski@wihi.org	Experimental Sciences
Pallicaris, Yanna	ypallicaris@wihi.org	Mathematics
Persells, Kyrsten	kpersells@wihi.org	Language and Literature
Phelps, Eric	ephelps@wihi.org	Experimental Sciences
Pierson, Brooke	bpierson@wihi.org	Fine Arts (Performing)
Posigian, Charles	cposigian@wihi.org	Language Acquisition
Rieth, Alison	arieth@wihi.org	Individuals & Societies
Roth, Miriam	mroth@wihi.org	Language Acquisition
Sheffer, Melissa	msheffer@wihi.org	Fine Arts (Visual)
Silva, Enid	esilva@wihi.org	Language Acquisition

Spiker, Blane	bspiker@wihi.org	Experimental Sciences & Physical/Health Education
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Thompson, Alyson	athompson@wihi.org	Experimental Sciences
Tiller, Meredith	mtiller@wihi.org	Language and Literature
Uhl, Coreen	cuhl@wihi.org	Language and Literature
Wagner, Laura	lwagner@wihi.org	Experimental Sciences
Watsa, Akash	awatsa@wihi.org	Fine Arts (Performing)

Student Support

Almeida, Staci	salmeida2@ycschools.us	YCS Special Education Social Worker
Bargardi, Deb	dbargardi@wihi.org	Teacher Consultant/ Restorative Practices Co-Coordinator
Bartolacci, Ari	abartolacci@wihi.org	Restorative Practices Co-Coordinator
Canyon, Tatiana	tcanyon@wihi.org	WIHI Social Worker
Clark, Riaz	rclark@wihi.org	WIMA Social Worker
Chapman, Mark	mchapman@wihi.org	Teacher Consultant
Ellis, Cathy	cellis@wihi.org	Counselor - 9th & 10th Grade
Nemerovski, Brian	bnemo@wihi.org	Counselor – 11 th & 12 th Grade
Ray, Dean	dray@wihi.org	Counselor - 6th-8th Grade
Strates, Melissa	mstrates@wihi.org	504 Coordinator

Technology Support

Shah, Utkarsh	ushah@wihi.org	Technology & Device Support
Young, Maureen	myoung@wihi.org	Instructional Technology Coach

2022- 2023 SCHOOL CALENDAR

8/22/2022 - 8/23/2022	Staff Professional Development
8/23/2022	New Student Orientation
8/24/2022	First Day of School for Students
9/2/2022	<i>No school pre-Labor Day (No HW weekend)</i>
9/5/2022	<i>No School - Labor Day</i>
10/5/2022	<i>No School - (Yom Kippur)</i>
10/24/2022	<i>No School for Students / Staff PL (Diwali)</i>
11/11/2022	<i>½ Day for students</i>
11/23/2021 - 11/25/2021	<i>No School - Thanksgiving Break (No HW Weekend)</i>
12/23/2022 - 1/8/2023	<i>No School – Winter Break (Christmas/Hanukkah)</i>
1/9/2023	School Resumes
1/16/2023	<i>No School - MLK Day of Service</i>
1/20/2023	End of Semester
1/23/2023	Second Semester Begins
2/2/2023	IB Curriculum Night - <i>TENTATIVE</i>
2/20/2023	No School for students and staff
3/17/2023	<i>No School for Students / Staff PL - TENTATIVE</i>
3/25/2023 - 4/2/2023	<i>No School - Spring Break</i>
4/3/2023	School Resumes
4/20/2023	Last Day for Seniors in Good Academic Standing
4/21/2023	<i>No School for Students / Staff PL (Eid)*</i>
5/1/2023 - 5/19/2023	IB exams
5/20/2023	WIHI Prom - <i>TENTATIVE</i>
5/24/2023	WIHI Commencement Ceremony - <i>TENTATIVE</i>
5/29/2023	<i>No School - Memorial Day</i>
6/9/2023	Last Day of School for Students & Staff

*Some dates are subject to change due to facilities availability and other factors

2022-2023 Daily Bell Schedules

Regular Schedule

WIHI 1st		WIMA		WIHI 2nd		WIHI 3rd	
8:25-9:55	1st Block	8:25-9:55	1st Block	8:25-9:55	1st Block	8:25-9:55	1st Block
10:00-11:30	2nd Block	10:00-11:30	2nd Block	10:00-11:30	2nd Block	10:00-11:30	2nd Block
11:35-12:05	3rd Block Part I	11:30-12:00	Lunch	11:35-12:35	3rd Block Part I	11:35-1:10	3rd Block
12:05 -12:35	Lunch	12:05-1:40	3rd Block	12:35-1:05	Lunch	1:10-1:40	Lunch
12:40-1:40	3rd Block Part II	1:45-3:15	4th Block	1:10-1:40	3rd Block Part II	1:45-3:15	4th Block
1:45-3:15	4th Block			1:45-3:15	4th Block		

TEAM Day Schedule

WIHI 1st		WIMA		WIHI 2nd		WIHI 3rd	
8:25-9:45	1st Block	8:25-9:45	1st Block	8:25-9:45	1st Block	8:25-9:45	1st Block
9:50-10:35	Team Time	9:50-10:35	Team Time	9:50-10:35	Team Time	9:50-10:35	Team Time
10:40-12:00	2nd Block	10:40-12:00	2nd Block	10:40-12:00	2nd Block	10:40-12:00	2nd Block
12:00-12:25	Lunch	12:05-12:30	3rd Block Part I	12:05-1:00	3rd Block Part I	12:05-1:20	3rd Block
12:30-1:50	3rd Block	12:30-12:55	Lunch	1:00-1:25	Lunch	1:25-1:50	Lunch
1:55-3:15	4th Block	1:00-1:50	3rd Block Part II	1:30-1:50	3rd Block Part II	1:55-3:15	4th Block
		1:55-3:15	4th Block	1:55-3:15	4th Block		

SCHOOL MAP



WASHTENAW INTERNATIONAL
HIGH SCHOOL & MIDDLE ACADEMY

OVERVIEW

START OF SCHOOL YEAR

WIHI and WIMA classes commence the fourth week of August. 6th and 9th graders start with a one-day orientation prior to the first day of class.

FINISH OF SCHOOL YEAR

The school year ends at the beginning of June. Regular classes for seniors conclude at the end of April. Seniors sit for IB examinations in May.

PARENT/GUARDIAN MEETINGS

PTO – The Parent/Teacher Organization will meet monthly via Zoom. Meetings start at 6:30 pm.

BLOCK SCHEDULE

All classes meet every-other-day. Students will have four of their eight classes on one day and then the remaining four classes the next. This format allows students to better schedule their time, as well as provides opportunities for students to meet with teachers about concerns before their next class. All classes are approximately 90 minutes in length. The length of class allows for more interaction and activity-based instruction. Please monitor the school Activities Calendar at wihi.org for A/B day schedules.

ACADEMIC POLICIES, PROCEDURES, RULES & REGULATIONS

Please refer to the handbook section linked [here](#) for information regarding the following: Standards Based Learning (SBL) expectations and guidelines, grading scale and GPA information, grade reporting parameters, grading periods, failure, low grade and credit recovery, scheduling practices, course selection for IB, grading policy, late work, academic conduct, academic malpractice, teacher practices, no homework weekend, test and major assignments and the student/family learning agreement.

ATTENDANCE

WIHI & WIMA believe that academic achievement requires high expectations and strong commitment. Regular and punctual attendance is essential for effective learning. Please see the document linked [here](#) for more information regarding the following attendance topics: Excused Absences, Exempted Absences, Unexcused Absence, Excessive Absences, Attendance Alerts, Snow and Inclement Weather Alerts, Tardiness, Leaving School During the Day and Closed Lunch.

COURSE DESCRIPTIONS

The course descriptions are a guide to help students understand the content and expectations of the courses at WIHI & WIMA. Though choices in the ninth and tenth grade are limited, students are encouraged to explore as many options as they can before deciding on the six specific courses to study for the eleventh and twelfth grade International Baccalaureate Diploma Program. A full list and descriptions of courses offered can be found [here](#).

TECHNOLOGY USE AND ACCESS

WIMA and WIHI are one-to-one digital learning environments. This means that all students are expected to have access to a digital learning tool during the school day and at home. All WIMA 6th graders will be issued an iPad for use at home and at school while 7th and 8th graders will receive a Chromebook. WIHI students have the option of checking out a school issued Chromebook or utilizing a personal device (tablet, Chromebook, or laptop) for use at home and at school. Use of cell phones generally and use of any of these devices for non-academic communication during the school day is prohibited.

The full technology use and access handbook can be found [here](#).

The full cell phone policy can be found [here](#).

WIHI GRADUATION AND SENIOR REQUIREMENTS

Please refer to the handbook section linked [here](#) for information regarding WIHI graduation and senior requirements, including information on diplomas and required fees.

SUPPORT PROGRAMS FOR STUDENTS

TEAM TIME

Team time takes place every Wednesday for 80 minutes. Students are on the same team with the same team teacher for 6th-8th grades and 9th-12th grades. During team time, students have the opportunity for student-to-student and student-to-teacher dialogue about important issues, providing for communication and discussion on school programs and services, and a venue for outside speakers and class meetings. In addition, teachers hold office hours during team time which allow for students to receive extra support during the regular school day.

CLUBS

Clubs are an integral part of life at WIHI & WIMA. Typically, more than 90 percent of WIHI & WIMA students are involved in at least one club or extra-curricular organization each year. To learn more about current club offerings, visit wihi.org or attend the club fair held toward the beginning of each school year.

INITIATING A CLUB AT WIHI & WIMA

In order to start a club at WIHI or WIMA, students must draft a proposal listing their goal(s), meeting dates, and interested students. Students must secure a faculty or staff sponsor and have that sponsor apply through administration to become a formal club.

STUDENT SUPPORT TEAM (SST)

SST MISSION STATEMENT

The mission of the WIMA/WIHI Student Support Team is to promote success for every student in areas of academic growth, social/emotional development and college/career preparation. Our team values include equity, inclusion, diversity, respect, open-mindedness and accepting all students and stakeholders without judgment. We work actively to advocate through a social justice lens for the needs of all students, especially those who are disadvantaged in historical and systemic ways.

SST TEAM STRUCTURE

The SST consists of certified school counselors, social workers and teacher consultants. The team works closely with school administration and restorative practices staff to ensure student success.

PHILOSOPHICAL BASIS

Students' individual needs or concerns carry substantial influence on academic development and success. Parents and students have the responsibility to provide the school with information that may be useful in making intelligent educational decisions. Schools have the responsibility to make available support services, including formal accommodations, as it deems necessary under applicable law and student circumstances, and to inform students of these services and the services of outside agencies.

SPECIAL EDUCATION & SECTION 504 PLAN POLICY

WIHI & WIMA, in conjunction with Washtenaw Intermediate School District and the student's home district, will provide free, appropriate public education to each enrolled student with special needs, regardless of the nature of any handicap, in accordance with applicable law. Appropriate accommodations will be provided to each eligible student to ensure equal access to general education curriculum and to empower students to reach their individual potential. To meet these goals, WIHI/WIMA special education staff aim to foster active partnerships among students, parents/guardians, and all school and community personnel.

WIHI & WIMA Special Education staff, led by a certified Teacher Consultant, will implement individualized education plans (IEPs) and Section 504 Plans in accordance with federal and state laws.

Under federal law, Section 504 of the Rehabilitation Act of 1973 protects students who are determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such an impairment.

WIHI & WIMA students and parents/guardians seeking service under Section 504 may request a plan in writing to the student's counselor, principal and/or teacher consultant.

SERVICES FOR STUDENTS WITH ALLERGIES

In an effort to provide a safe learning environment for all students, WIHI & WIMA encourages parents/guardians to report students' allergy and health needs in writing at the time of enrollment. While certain environmental parameters, such as a "nut-free zone," may not be in place on a permanent basis, parents/guardians may submit such requests to the School Health Coordinator for evaluation.

FAMILY INVOLVEMENT

EVENTS

WIHI & WIMA faculty and staff are committed to creating a collaborative learning community where parents and families have ample opportunities to visit school, communicate with teachers and support staff, and participate in the betterment of our school community. Families are encouraged to attend monthly PTO meetings and to regularly monitor the Master Calendar and Activities Calendar posted at wihi.org for events. Some typical family involvement events include:

- *Semester 1:* Welcome Back Family Picnic (August), Open House (August), Beautification Day (August), Conferences (October), College Counseling (ongoing)
- *Semester 2:* NAAPID (February), Career Day (February), College Counseling (ongoing), 10th Grade IB Curriculum Night (February), Honors Convocation (April), Graduation (May), Senior All-Night Event (May), Beautification Day (May), Cookout (June)

STUDENT-LED CONFERENCES

During the first semester, students and parents/ guardians have an opportunity to meet one-on-one with teachers for a 5-minute conference on their child's progress. Parents/guardians are also welcome at any time throughout the school year to contact an individual teacher to discuss their child's progress.

Parents/guardians can either email the teacher or call the school and leave a message for a return call from the teacher. A conference with all of a student's teachers can also be arranged by calling the counseling office.

PTO

The PTO is a volunteer organization of parents/guardians at WIHI & WIMA. The parents/guardians, teachers, and staff work together to support and enhance the educational growth of WIMA and WIHI students by providing educational enrichments, supplemental materials, classroom equipment, family information, and extra-curricular student social activities. These projects are supported through fundraising initiatives and providing volunteer time. The PTO meets monthly to discuss updates with a faculty representative, plan and organize their support projects.

MUSIC BOOSTERS

In Music Boosters, parents/guardians and teachers work to establish long term goals with the band, orchestra, and choir directors and raise money to support the plans for travel, uniforms, and development of a music repertoire available to the music groups. If you have questions, comments, or would like to get involved with Music Boosters, please email wihimusicboosters@gmail.com!

PTO CONTACTS: President: wihipto@gmail.com // Treasury: trwihipto@gmail.com

IMPORTANT SCHOOL GOVERNANCE POLICIES AND PRACTICES

FREE SPEECH AND EXPRESSION

One of the basic purposes of schools is to prepare students for responsible self-expression in our society. Self-expression, as permitted under the First and Fourteenth Amendments to the U.S. Constitution, must not interrupt the orderly educational process of the school or be in violation of the Code of Student Conduct.

Students have the right to:

- Be excused from any activity that is against their religious beliefs or deep personal convictions.
- With approval of the principal, assemble peaceably on school property for school related activities.
- With approval of the principal, have access to a bulletin board or its equivalent along with use of the communication facilities of the school for the purpose of making announcements and statements to the student body of school sponsored events or activities
- Students have the right to responsibly voice and express their views on a wide range of topics.

STUDENTS HAVE THE RESPONSIBILITY TO

- Request in writing to be excused from any activity which is in conflict with their beliefs.
- Seek the approval of the principal and adhere to the established regulations as to the manner, time and place of the requested assembly.
- Seek the approval of the principal and adhere to the established regulations as to the manner, time and place for using the communications facilities.
- Reasonably voice and express their views on a wide range of topics reasonably related to the WIMA and WIHI curriculum.

DISTRIBUTION OR POSTING OF WRITTEN MATERIALS

Students may express in writing their personal opinions, circulate petitions and post materials in the building subject to reasonable rules and regulations established by the administration and listed below. By accepting the right to distribute or post handwritten, printed, duplicated or other material on school premises, the student accepts full responsibility for the content of all material and accepts the rules and regulations established by the administration.

The manner of distribution of such material shall be such as to not interfere with or disrupt the educational process and shall be subject to the following proviso:

- The Superintendent, Executive Director for Instruction, or building principal may prohibit posting or distribution of any material which (1) materially and substantially interferes or threatens to interfere with the requirements of good order in the operation of a school or schools, or (2) materially disrupts

or threatens to involve disorder, violence or an invasion of the rights of other students or is degrading or insulting to school staff or students.

- Distribution of materials and circulation of petitions may take place during lunch, prior to and after school in areas designated by the building administrator and which provide reasonable access to the students. The student must be presently enrolled in the school and authorship of the materials must be identified.
- Students shall have access to specified bulletin boards and areas for the posting of notices or other communications concerning school activities. Posted notices shall (1) be subject to reasonable size and number limitations determined by the administration, (2) be dated (3) identify the sponsoring individual or organization and (4) be approved and signed by the school administration or club faculty sponsor. Notices in violation of any restriction, outdated or posted more than ten days may be removed by school authorities.

Materials to be distributed or posted in the building or on school grounds shall require prior administrative approval and shall be subject to rules published by the building administrator. If the building administrator denies permission for distribution or posting of material, the building administrator shall provide an explanation for such denial. Within five days of the denial of such written explanation, the denial may be appealed in writing to the Joint Steering Committee. The reasons for such action shall be provided for the student in writing within five school days of the Joint Steering Committee's next meeting.

SCHOOL-SPONSORED PUBLICATIONS

Student editors of school-sponsored publications shall be guided by the policies of the consortium school districts and shall ensure adherence to accepted standards of good journalism, specifically those guarding against libel, intentional distortion, statements that disrupt the educational process, demean nationalities, ethnic groups, religions or a race, or reckless disregard for the facts.

- Authorship shall be disclosed and opinions shall be identified as such.
- Student editors of school-sponsored publications shall provide opportunity for the expression of views by fellow students, teachers and administrators which differ from editorial policy.
- All materials to be published in school-sponsored publications shall be submitted for approval to the faculty sponsor and/or administration before publication.
- Materials may be rejected by the faculty sponsor or administrator who shall prepare an explanation to the student editor or author of the reasons for rejection.

Within five school days after receipt of such explanation, the rejection may be appealed in writing to the building principal who may affirm, reverse, or modify the action of the faculty sponsor. The reasons for such

action shall be provided for the student in writing within five school days of receipt of the appeal.

Within five school days after receipt of the written explanation from the building principal, the principal's decision may be appealed in writing to the Joint Steering Committee who may affirm, reverse or modify the action of the building principal.

The reasons for such action shall be provided for the student in writing within five school days of the next Joint Steering Committee meeting.

CONTROVERSIAL CURRICULUM MATERIALS APPROPRIATE USE POLICY

This policy serves as a guide in the selection and use of educational materials of an inflammatory or controversial nature or which includes racial, ethnic, religious or sexual terminology of an offensive nature.

The appropriateness of educational materials will be judged according to the following criteria and guidelines:

1. The material is judged in the greater context of the unit or course curriculum. Materials should be appropriate to the context in which they are used. The teacher needs to present the material as part of a school or curricular goal. Supplemental materials need departmental approval. Textbooks need administrative and Steering Committee approval.
2. Prior to presenting materials of an inflammatory or controversial nature, the teacher needs to establish an appropriate context and student/teacher relationship. Students need to have sufficient time to feel comfortable discussing the materials and respect the teacher's educational purpose.
3. If materials reflect negatively on a nationality, ethnic group, race, religion or social group, every effort needs to be made to include appropriate contrasting materials or topics.
4. Curriculum materials of reliable "primary nature" should be given priority to develop a rich and authentic educational experience.
5. Controversial, graphic or inflammatory materials need to have a valid educational purpose. Gratuitous use of these materials is not acceptable.
6. When controversial or inflammatory materials are present in the curriculum, students should have the option to elect an alternative assignment, activity or assessment. This option should be presented as discreetly as possible.

STUDENT MEETINGS & GATHERINGS

Student meetings or gatherings in school buildings or on school grounds may function only as authorized by the Joint Steering Committee or a school administrator. Building administrators must be informed in advance and may impose reasonable restrictions on the time and place of student gatherings or assemblies.

- If the building administrator denies permission for a student gathering or assembly, the building administrator shall provide an explanation.
- Denial may be appealed in writing to the Joint Steering Committee (or its designee) who may affirm, reverse, or modify the action of the building administrator. The reasons for such action shall be provided for the student in writing within five school days of the next Joint Steering Committee meeting.

Attendance at meetings and assemblies is limited to students regularly enrolled in that building unless the building administrator gives prior approval.

PERSONAL PROPERTY OR PROPERTY ASSIGNED TO A STUDENT

Students may only bring to school that personal property which is ordinary and necessary to the performance of the academic and co-curricular tasks assigned and when necessary, to store such personal property in a manner so as not to subject it to a risk of loss. The school is not responsible for lost or stolen personal property or property assigned to the student. Students are expected to maintain the condition of property assigned to them. The student and the student's family are responsible for replacement costs of assigned property which is lost, stolen or damaged.

SCHOOL PARKING POLICIES

PARKING PERMITS

Driving to school is a privilege offered to students in grades 11 and 12. Grade 10 students may also apply for this privilege if space is available. Students who are permitted to drive to and park at the school are responsible for following the parking rules.

1. All student drivers must register their vehicles by presenting a copy of the vehicle registration, proof of insurance, driver's license, and a school parking application. Upon receipt of these documents and the \$5 parking fee, WIHI will issue the student a personal parking permit. If a permit is lost or stolen, a new permit must be purchased.
2. All automobiles parked on the school grounds must be registered with the school and must visibly display (on front windshield or dashboard) the current permit assigned to that car at all times. Failure to display the parking permit may result in a fine and/or the car being towed.
3. Parking is strictly limited to the Student Parking area in lots A and C, and students are expected to ONLY park in a marked parking spot. Lot B is reserved for Faculty and Visitors. Students who park in Lot B or in another/unassigned spot may be subject to fines and/or the car being towed.
4. All students must be licensed and covered by insurance. The school is not responsible for the automobile or its contents while it is on school premises.
5. During regular school hours, there is to be no loitering in the parking lot or visitation of a car without permission. Students who are leaving campus during school hours may only do so with prior parent/guardian consent and must sign out in the front office.
6. During lunch hours, there is to be no loitering in the parking lot or visitation of a car without permission. Students are not permitted to eat lunch in their car or use their car to leave campus for lunch without permission.
7. There will be no driving over 10 miles per hour, or any form of reckless driving, on school grounds.
8. Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in that vehicle.
9. Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of driving privileges, towing, ticketing of vehicles, and/or suspension from school may occur when violations of these regulations occur. Ticketing and/or towing will be at the student's expense.
10. Students applying for and receiving permits fully understand their responsibility in following these rules.

LOSS OF PARKING/DRIVING PRIVILEGES

Parking/driving privileges may be revoked* for the following infractions**:

- | | |
|---|---|
| ➤ Speeding | ➤ Loitering on the street of adjoining neighborhoods |
| ➤ Careless/reckless driving | ➤ Entering a car during school hours without permission |
| ➤ Failure to pay fines in a timely manner | ➤ Leaving school grounds after arrival without permission |
| ➤ Being in the parking lot without permission | |
| ➤ Violation of closed campus policies | |

*Loss of parking or driving privileges does not preclude additional disciplinary action

**This list is not all inclusive. Infractions will be reviewed on a case by case basis to determine what consequences will follow. For a first offense, students may receive a warning. After a second offense, or if the first offense is seen as an egregious violation, students may lose driving and/or parking privileges.

BICYCLES

Bicycle racks are located on school grounds and are available for storage at the user's risk. WIHI/WIMA is not responsible for lost or stolen bicycles.

Motorcycles, mopeds, and mini-bikes are to park in the designated area. No two-wheeled vehicles may be parked near any area providing direct entry to the building.

WIHI AND WIMA STUDENT CODE OF CONDUCT

WASHTENAW INTERNATIONAL RESTORATIVE MISSION AND VISION

Mission: Restorative Practices is a whole school initiative that seeks to build, strengthen and repair relationships in our community in order to make WIMA and WIHI a healthier and more equitable place to learn and thrive.

Vision: Restorative practices and restorative justice allows for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. Our vision is that restorative practices will be widely recognized and utilized in our learning community to promote a positive culture at WIMA & WIHI. (edited from [RJI](#))

BENEFITS OF RESTORATIVE APPROACHES IN THE SCHOOL SETTING

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness within our community. The need to belong and feel valued by one another.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations

PURPOSE

WIHI and WIMA are committed to developing and implementing Restorative Practices to cultivate a caring and collaborative culture which promotes responsibility, accountability, and reflection within the classroom and school community. Restorative practices are essential in developing skills to foster positive relationship building among all learners.

PROCESS - PROACTIVE

1. All students will practice Restorative skills: conflict resolution, advocacy, communication of disappointment, self regulation, self care, and team building in passport sessions throughout the year.
2. All staff will be trained by the Restorative Practices Coordinator throughout the year on Restorative Practices in Professional Learning sessions with an emphasis on shared language, caring and collaborative classroom culture.
3. Parents and families will be invited to participate in community engagement focused on restorative practices.
4. Monthly e-newsletter on Restorative Practices for community resources
5. Peer Mediation at WIHI

PROCESS - RESPONSIVE

1. Students are referred to the RPCD coordinator and administration for conflict resolution and code of conduct violations through:
 - a. Online anti-bullying report
 - b. Online mental health report
 - c. Staff referrals
 - d. Student referrals
 - e. Parent/Guardian referrals
2. Student Statements
3. Student Restorative Reflection form
4. Staff Statements reviewed and consultation
5. Discussion of consequences with administration
6. Parent/Guardian conference calls and meetings with student present
7. Counseling supports
8. Peer Mediation
9. Restorative Conference planning and preparation meeting
10. Restorative Conference
11. Follow up meeting for supports from the RPCD

WIMA AND WIHI STUDENT DRESS CODE

The student dress code was developed by WIHI students, staff, families, and administrators to provide guidance for student dress while simultaneously allowing students to express themselves through clothing. Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, size or cultural observance.

This Dress Code is modeled after the Oregon NOW dress code and has been specifically created collaboratively with students, families, staff, and administrators to promote a safe, inclusive, and equitable school culture.

Our values are:

- All students and staff should understand that they are responsible for managing their own personal actions without regulating the clothing/self expression of others.
- All students and families are responsible for determining what is and is not appropriate clothing for school while adhering to the school dress code.
- All students should be able to dress comfortably for school without unnecessary discipline or body shaming, or the fear thereof.
- Teachers can focus on teaching without the additional burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence, or the use of alcohol or drugs.
- Prevent students from wearing clothing that reveals private parts and areas

- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

RECOMMENDED DRESS CODE POLICY

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

Basic principle: certain body parts must be covered for all students.

Clothes must be worn in a way such that genitals, buttocks, and the majority of the chest are covered with opaque material. All items listed in the "must wear" and "cannot wear" categories below must meet this basic principle.

STUDENTS MUST WEAR

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoes requirements are permitted (for example for sports)
- High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.

STUDENTS CANNOT WEAR

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance)

TRAINING FOR SCHOOL ADMINISTRATORS, TEACHERS & STUDENTS

A school dress code is most effective when school administrators and teachers are trained to *understand and embrace* the intent of the code, how to *apply and enforce* the code equitably, and how to *talk about* the dress code and the reasoning behind it.

- School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce it with the least impact on student learning and self-confidence.
- School administrators and teachers must enforce the district dress code consistently, once it is adopted. School administration and staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations respectfully and when possible privately.

DRESS CODE ENFORCEMENT AT SCHOOLS

A school dress code is only as effective and fair as its enforcement. Historically school dress codes have been unintentionally written and enforced in ways that disproportionately impact girls, students of color, and gender expansive students.

- Enforcement should be consistent with a school's overall commitment to student-centered learning, focused mission and should not result in discipline unless the student is refusing to adjust clothing and being insubordinate.
- Students should never be removed from a classroom / lose class time solely as a result of a dress code violation with the exception of a brief private conversation regarding dress code violation.
- Students should never be forced to wear extra school clothing when they are in violation of the code. They can be asked to put on their own clothing or a friend's clothing, if available, to be dressed according to the dress code.
- Students' parents will never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- The dress code should be clearly conveyed to students, not just in the student handbook, but also in dean emails, and reminder announcements.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

TEACHING ABOUT CONSENT + SEXUAL HARASSMENT: A STEP BEYOND DRESS CODE

Schools have a role to play in setting clear anti-harassment policies and in teaching curricula that promote positive messages about consent-only sexual activity.

CONSENT

Schools should teach all students and administrators and teachers about consent (yes means yes) so there is a clear message that individual students are responsible for their own actions and that consent is required before any sexual or other physical contact or comment. The Physical Education and Health department includes a unit focused on consent.

This educational video is a great tool to teach consent to students in middle school and older as well as other adult members of the community: <https://www.youtube.com/watch?v=pZwvrxVavnQ>

SEXUAL HARASSMENT

Schools should have clear and well publicized anti-sexual harassment policies (see ours on P.62) for students and staff. Schools should educate students and staff to not engage in sexual harassment and to recognize what it is and how to address it. All students are encouraged to report bullying or harassment online [here](#) and on the school website: www.wihi.org.

SEXUAL HARASSMENT POLICY

It is the policy of WIHI & WIMA to maintain a learning and working environment that is free from sexual harassment. The student needs to adhere to the Code of Conduct.

It shall be a violation of this policy for any member of the staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass another student through conduct or communications of a sexual nature as defined below.

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student constitute sexual harassment when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

1. verbal harassment or abuse;
2. pressure for sexual activity;
3. unwelcome touching;
4. repeated remarks to a person, with sexual or demeaning implications;
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

Examples of such conduct described above might include: off-color language, jokes, cartoons, or nicknames, propositions, repeated unwanted social invitations, gestures, touching, sexually oriented posters, suggestive or insulting sounds.

Any person who alleges sexual harassment by any staff member or student in WIHI/WIMA may use WIHI & WIMA's procedure, or may complain directly to the building principal, guidance counselor or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

The right to confidentiality, both of the complainant and of the accused will be respected consistent with WIHI & WIMA's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

A substantiated charge against a staff member in WIHI/ WIMA shall subject such staff member to disciplinary action, including discharge.

A substantiated charge against a student in WIHI/ WIMA shall subject that student to disciplinary action including suspension or expulsion, consistent with the Student Discipline Code.

ANTI-BULLYING POLICY

It is the policy of the District to provide a safe educational environment for all students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter or motivating animus.

PROHIBITED CONDUCT

1. **Bullying.** Bullying of a student at school is strictly prohibited. For the purposes of this policy, "bullying" shall be defined as:
 - a. Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:
 - i. Substantially interfering with educational opportunities, benefits, or programs of one or more students;
 - ii. Adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
 - iii. Having an actual and substantial detrimental effect on a student's physical or mental health; or
 - iv. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
2. **Retaliation/False Accusation.** Retaliation or false accusation against a target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying is strictly prohibited.

REPORTING AN INCIDENT

If a student, staff member, or other individual believes there has been an incident of bullying in violation of this policy, s/he shall promptly report such incident to the appropriate program administrator or designee, or the Responsible School Official, as defined below.

- A report may be made in person, via telephone, or in writing (including electronic transmissions). If an incident of bullying is reported to a staff member who is not the appropriate program administrator or designee, or the Responsible School Official, the staff member shall promptly report the incident to one or more of the aforementioned individuals.

COMPLAINTS AGAINST CERTAIN SCHOOL OFFICIALS

Complaints of bullying by the program administrator or designee may be reported to the Director of WEOC. Complaints of bullying by the Director of WEOC may be reported to the WEOC Board of Directors.

INVESTIGATION

All reported allegations of a policy violation or related complaint about bullying shall be promptly and thoroughly investigated by the program administrator or designee. A description of each reported incident, along with all investigation materials and conclusions reached by the program administrator or designee shall be documented and filed separately with similar materials in the District's central administrative office.

NOTICE TO PARENT/GUARDIAN

If the program administrator or designee determines that an incident of bullying has occurred, s/he shall promptly provide written notification to the parent/guardian of the victim of the bullying and the parent/guardian of the perpetrator of the bullying.

ANNUAL REPORTS

At least annually, the program administrator or designee, or the Responsible School Official shall report all verified incidents of bullying and the resulting consequences, including any disciplinary action or referrals, to the Board of Education. The annual Board report may be given in writing, in person at a regular Board meeting, or as otherwise requested by the Board of Education.

RESPONSIBLE SCHOOL OFFICIAL

The Superintendent ("Responsible School Official") shall be responsible for ensuring the proper implementation of this policy throughout the District. The foregoing appointment shall not reduce or eliminate the duties and responsibilities of a program administrator or designee as described in this policy.

POSTING/PUBLICATION OF POLICY

Notice of this policy will be: (a) annually circulated to all students and staff, (b) posted in conspicuous locations in all school buildings and departments within the District, (c) annually discussed with students, and (d) incorporated into the student handbook.

DEFINITIONS

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the District's control.
2. "Telecommunications Access Device" means that term as defined in Section 219a of the Michigan Penal Code, 1931 PA 328, MCL 750.219a, as may be amended from time to time. As of January 2012, "Telecommunication Access Device" is defined to mean any of the following:
 - a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service.
 - b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.
3. "Telecommunications Service Provider" means that term as defined in Section 219a of the Michigan Penal Code, supra, as may be amended from time to time. As of January 2012, "Telecommunications Service Provider" is defined to mean any of the following:
 - a. A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service.

- b. A person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility.
- c. A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

MCL 380.1310b, MCL750.157m, MCL 750.219a

Date Adopted: May 22, 2012

PROHIBITED BEHAVIOR

Students are subject to the authority of their District officials, WIMA and WIHI staff, and WIMA and WIHI Uniform Code of Student Conduct, going to and from school, school-sponsored events and activities, and school-sponsored events and activities which take place both on and off school premises (i.e., off-campus). Students are responsible for adhering to the IB Learner Profile.

Students are also prohibited from engaging in off-campus misconduct of a serious and/or criminal nature which poses a likelihood of danger to the health (physical or emotional) or welfare of students of WIHI/WIMA personnel (i.e., selling drugs off campus, or which reasonably makes the continued presence of the student in the school disruptive to the educational process (i.e., committing a crime off-campus which is vicious in nature).

A student who has engaged in misconduct resulting in expulsion or long-term suspension in another school system but who has withdrawn from said school system before such misconduct was established by an appropriate hearing, which misconduct, if true, is of sufficient gravity to pose a threat to the health or welfare of students WIHI/WIMA personnel, or makes the presence of the student in the school disruptive to the educational process, may be subject to suspension or removal where such misconduct has been established in a hearing before the Joint Steering Committee (or designee).

Certain administrative procedures may occur during the disciplinary process. For example, a student may be isolated from other students, appropriate social or medical agencies may be contacted for assistance, and disciplinary action may be recorded on a student's disciplinary record. If a prohibited behavior occurs which impacts staff members, a restorative may be recommended and if this is not deemed appropriate, a re-entry meeting to review expectations and norms prior to re-entering the shared space will be required with administration, student and staff, as appropriate.

The appropriate police agency will be contacted in all cases involving violation of local or township ordinances, state or federal law. Administrative communication with parents is strongly encouraged and is required in cases of suspension and/or police involvement.

The number codes appearing after each behavior refer to the action which may be taken as defined in the DISCIPLINARY ACTION CODE.

This information can be clarified by a listing of specific rules and the consequences that will result if you choose not to observe those rules. However, no listing of rules can be all-inclusive. You will be subject to disciplinary action any time your behavior is disruptive, illegal, or inconsiderate of others.

CONTROLLED SUBSTANCES

- The use, possession, or sale of tobacco as defined in the tobacco-free schools law.
 - 1st Offense 1, 4, 5, 12, 14, 20, 21
 - 2nd Offense 1, 4, 5, 12, 14, 15,
 - 3rd Offense 1, 4, 5, 12, 15, 19, 20
- Under the influence, use, or possession of alcohol or drugs as defined in the controlled substance Act of 1971. Use, sale, or possession of imitation controlled substances as defined in Michigan PA 1984, #347. This includes imitation alcoholic beverages and drug paraphernalia.
 - 1st Offense 1, 4, 5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
 - 2nd Offense 1, 4, 5, 12, 15, 16, 17, 18, 19, 20, 21
 - 3rd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21
- The sale or distribution of alcohol/drugs as defined in the controlled substance Act. of 1971 or imitation controlled substances as defined in the PA 1984, #347.
 - 1st Offense 1, 4, 5, 12, 15, 16, 17, 19, 20, 21
 - 2nd Offense 1, 4, 5, 18, 19, 20, 21
- Sale, use, distribution, or possession of inhalants, such as whippets, whiteout, glue, aerosol cans, etc., shall be treated as controlled substances
 - 1st Offense 1, 4, 5, 12, 15, 16, 17, 19, 20, 21
 - 2nd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21 or more
- Unauthorized use, distribution, possession of, sale of, or under the influence of prescription drugs.
 - 1st Offense 1, 4, 5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
 - 2nd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21

ACADEMIC MALPRACTICE

- All students who engage in academic malpractice are subject to the following possible consequences:
 - 1, 2, 3, 4, 10, 13, 14, 15, 16, 19, 20

HAZARDOUS CONDUCT

- Includes all acts of misconduct such as, inciting, provoking, bullying or participating in fighting, threatening or hostile remarks, assault, battery, bomb threats, false fire alarms, and all other similar misconduct.
 - 1st Offense 4, 12, 13, 14, 15, 16, 17, 19
 - 2nd Offense 4, 15, 16, 17, 18, 19, 20, 21

- Includes intentional conduct through action, speech, display, or graffiti such as those which explicitly demean the race, sex, religion, color, creed, disability, sexual orientation, national origin, or ancestry of another person.
 - Any Offense 4, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- Includes involvement in gang related activity (i.e., gestures, symbols, paraphernalia, and/or articles of clothing) and/or secret organizations in school, on school grounds, or at school related activities.
 - Any Offense 4, 12, 13, 14, 15, 16, 17, 18, 19, 20
- Includes all other misconduct deemed by the administration to be injurious to self or others i.e., throwing snowballs, intentional injury in sports)
 - 1st Offense 2, 3, 12, 13, 14, 15
 - 2nd Offense 4, 13, 14, 15, 16
 - 3rd Offense 15, 16, 17, 18, 19, 20

DISOBEDIENCE/DISRUPTIVE BEHAVIOR

- Insubordination, disobedience, disrespect toward a school employee, failure to carry out disciplinary action, being on school property without permission during an assigned suspension from school, failure to follow approved school and classroom rules, disruption of class and/or school activities (such as pranks).
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 3, 4, 14, 15, 16, 17
 - 3rd Offense 15, 16, 17, 18, 19, 20

TRUANCY

- Leaving school without prior permission, misuse of a pass, violation of closed lunch regulations, presence in unauthorized areas as defined by the school administration, chronic tardiness, unauthorized absence from a class or school.
 - 1st Offense 2, 3, 4, 7, 11, 13, 15
 - 2nd Offense 2, 3, 4, 7, 11, 13, 14, 15, 16
 - 3rd Offense 2, 3, 4, 7, 11, 13, 14, 15, 16, 19
 - 4 or more Offenses 2, 3, 4, 7, 13, 14, 15, 16, 17, 18, 19, 20

FOOD, BEVERAGE, LITTERING

- Improper disposal of food and refuse, removal of food from the cafeteria, improper lunchroom behavior, consumption and/or littering of food and beverages in hallways, classrooms and unauthorized areas. Failure to pick up food, paper and food related items after lunch
 - 1st Offense 1, 2, 3, 12, 13
 - 2nd Offense 1, 2, 3, 13, 15
 - 3rd Offense 1, 3, 13, 14, 15, 16
 - 4th Offense 15, 16, 17, 19, 20

VEHICLES

- Hazardous driving, unauthorized parking, violation of other student vehicle regulations as outlined in the student's handbook.
 - 1st Offense 2, 7, 8, 9, 13, 14
 - 2nd Offense 8, 9, 14, 15
 - 3rd Offense 8, 9, 15, 17, 19, 20

INDECENCY

- Abusive, profane, or vulgar language, gestures, displays, or graffiti, including those of an intimidating or hostile nature with respect to race, sex, religion, color, creed, disability, sexual orientation, national origin or ancestry.
- Incidental type, not specifically directed toward another person or group.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 2, 3, 4, 13, 14, 15
 - 3rd Offense 3, 15, 16, 17, 18, 19, 20
- Directed type, use of vulgar acts, obscenities, gestures, symbols, or racial, religious or ethnic slurs, displays or graffiti towards another person or group.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 3, 4, 14, 15, 16
 - 3rd Offense 3, 14, 15, 17, 18, 19, 20
- Indecent or inappropriate attire.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2 or more Offenses 2, 3, 4, 13, 14, 15

PROPERTY MISCONDUCT

- Involvement in theft, robbery, malicious destruction, defacement, or unauthorized use of any aspect of personal or school property totaling less than \$100 (i.e., building vehicles, equipment, grounds, and/or similar objects).
 - 1st Offense 1, 2, 3, 4, 6, 12, 13
 - 2nd Offense 1, 3, 6, 14, 15, 16, 17, 18, 19, 20, 21
- Involvement in theft, robbery, malicious destruction, defacement, or unauthorized use of any aspect of personal or school property through the use or assistance of a computer or computer technology, or totaling more than \$100.
 - Any Offense 1, 2, 3, 4, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- Involvement in theft, robbery, destruction, alteration or unauthorized use of personal or school computer software or data.
 - Any Offense 1, 2, 3, 4, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

- Involvement in intentional damage or defacement of the property of another because of that person's race, sex, religion, color, creed, disability, sexual orientation, national origin or ancestry.
 - Any Offense 1, 2, 3, 4, 6, 14, 15, 16, 17, 18, 19, 20, 21

OTHER PROHIBITED BEHAVIOR

- Deception, forgery, lying, card playing, gambling, and possession or use of paging and/or communication devices.
 - 1st Offense 1, 3, 4, 12, 13, 14
 - 2nd Offense 1, 3, 4, 13, 14, 16
 - 3rd Offense 14, 15, 16, 17, 18, 19, 21
- Displays on personal property or possession of articles (i.e., shirts, jackets, magazines, books) that promote prohibitive behaviors specified in the Uniform Code of Student Conduct.
 - Any Offense 1, 2, 4, 12, 13
- Unauthorized use of electronic devices such as cell phones, pagers, tape/CD players, games, etc.
 - 1st Offense 1, 2, 4, 12, 13, 14, 21
 - 2nd Offense 1, 2, 4, 13, 14, 16, 21

HAZING

- The act of hazing is a crime in the State of Michigan and will not be tolerated. A student will not engage in any behavior that is intentional, knowing, or reckless that is directed against an individual and that the student knew or should have known endangers the physical health and safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. Further, the term “organization” means
 - 1st Offense 2, 3, 9, 12, 13, 14, 15
 - 2nd Offense 4, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21

PERSISTENT DISOBEDIENCE

- Will be defined as three violations of any of the prohibitive behaviors within one school year.
 - Any Offense 1- 20

M. WEAPONS/DANGEROUS MATERIAL AND/OR INSTRUMENTS

A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self protection. Dangerous instruments include but are not limited to, chemical mace substances, pepper gas or like substances, stun guns, BB guns, pellet guns, razors or box cutters.

- Possession, use, sale or distribution of dangerous materials such as fireworks, explosives, smoke bombs, mace, pepper gas, and other objects of similar nature.
 - 1st Offense 1, 2, 3, 4, 13, 14, 15, 16, 17, 18
 - 2nd Offense 17, 18, 19, 20, 21
- Possession or use of dangerous or deadly weapons such as knives, chains, pipe sections, razor blades, or use or threatened use of any weapon or instrument in a manner intended to inflict bodily harm (see Section 13 for rules regarding guns, arson, or rape).
 - Any Offense 1, 4, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

DISCIPLINARY ACTION CODES

1. Material will be confiscated.
2. Student may be required to spend up to 5 hours in after school detention and/or satisfactorily complete a written assignment.
3. Students may be required to complete up to 30 hours of school community service such as general clean-up or light repair of school property or double the time in after school detentions
4. Student may be required to make use of counseling services.
5. Student may be required to attend a special clinic on alcohol, smoking or substance abuse.
6. Student will be required to make full financial restitution.
7. Student may be denied permission to operate or park a vehicle on school property for up to 20 school days.
8. Vehicles will be towed at student or owner expense or a parking ticket will be issued which will carry a fine.
9. Parking permit may be revoked for the semester or up to 90 school days.
10. A failing grade, (zero points) shall be assessed for the specific work associated with cheating or plagiarism.
11. Students shall not receive credit for class work missed unless designated by the principal or his/her designee.
12. First offense of misconduct on a bus will result in up to three days suspension from future bus trips; second and subsequent offenses will result in suspension from riding a bus for one or more semesters.
13. Students may be required to attend the in-school suspension program not to exceed three days per incident. Students will receive credit for work completed on time during the in-school suspension; however, they may not attend after school activities.
14. The student may be assigned Saturday morning detention for up to four hours per Saturday.
15. Students may be suspended from school premises and activities for a period not to exceed three days per incident and/or pending conference with parents. Principal or his/her designee will determine

either or both actions. At the discretion of the principal, the conference may be made a condition for re-admission.

16. Students may be suspended from school premises and activities for a period of no less than four and no more than ten days with a conference required with parents, the principal (or designee) and the police liaison officer. Legal action may be taken.
17. Student may be suspended from school premises for an extended time period subject to intensive counseling and until receipt of statement from counselor, psychologist or psychiatrist that behavior is not likely to be disruptive or dangerous to himself/herself or others.
18. Students may be subject to actions applicable to the offense and may be subject to the requirements of Article D, be suspended from school and excluded from premises and activities for the balance of the semester with subsequent loss of credits for the semester.
19. A recommendation for removal from school may be made to the Joint Steering Committee of schools (or designee).
20. Student may be placed on probation for the balance of a semester or the school year. Activities of such a student shall be monitored by the principal (or designee) through required attendance at scheduled conferences. The student will be expected to conform strictly to the Uniform Code of Student Conduct. Any violation of probation may result in the student being suspended subject to the requirements of Article D for the balance of a semester or the school year.
21. Students may be placed on probation for the balance of a semester or the school year. Co-curricular and extracurricular activities of such a student may be restricted. The student will be expected to conform strictly to the Uniform Code of Student Conduct and activities of such a student will be monitored by the principal (or designee) through attendance at scheduled conferences. Any violation of probation may result in the student being suspended subject to the requirements of Article D for the balance of a semester or the school year.
22. Ypsilanti police will be notified; further action may be taken.
23. Student may be denied permission to participate in certain school functions such as enrichments/trips.

DISCIPLINARY ACTION THAT MAY BE TAKEN BY THE ADMINISTRATION

LEGAL BASIS FOR SCHOOL DISCIPLINE (School Code of 1976)

- **Sec. 1300.**
 - The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, and carrying on of the public schools of the district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school.

- **Sec. 1311.**
 - (1) Subject to subsection (2), the school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order. If there is reasonable cause to believe that the pupil is a student with a disability, and the school district has not evaluated the pupil in accordance with rules of the superintendent of public instruction to determine if the pupil is a student with a disability, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with section 1711.
 - (2) If a pupil possesses in a weapon free school zone a weapon that constitutes a dangerous weapon, commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds, the school board, or the designee of the school board as described in subsection (1) on behalf of the school board, shall expel the pupil from the school district permanently, subject to possible reinstatement under subsection (5). However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:
 - (a) The object or instrument possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - (b) The weapon was not knowingly possessed by the pupil.
 - (c) The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.
 - (d) The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
 - (3) If an individual is expelled pursuant to subsection (2), the expelling school district shall enter on the individual's permanent record that he or she has been expelled pursuant to subsection (2). Except if a school district operates or participates cooperatively in an alternative education program appropriate for individuals expelled pursuant to subsection (2) and in its discretion admits the individual to that program, and except for a strict discipline

academy established under sections 1311b to 1311l, an individual expelled pursuant to subsection (2) is expelled from all public schools in this state and the officials of a school district shall not allow the individual to enroll in the school district unless the individual has been reinstated under subsection (5). Except as otherwise provided by law, a program operated for individuals expelled pursuant to subsection (2) shall ensure that those individuals are physically separated at all times during the school day from the general pupil population. If an individual expelled from a school district pursuant to subsection (2) is not placed in an alternative education program or strict discipline academy, the school district may provide, or may arrange for the intermediate school district to provide, appropriate instructional services to the individual at home. The type of services provided shall meet the requirements of section 6(4)(u) of the state school aid act of 1979, MCL 388.1606, and the services may be contracted for in the same manner as services for homebound pupils under section 109 of the state school aid act of 1979, MCL 388.1709. This subsection does not require a school district to expend more money for providing services for a pupil expelled pursuant to subsection (2) than the amount of the foundation allowance the school district receives for the pupil as calculated under section 20 of the state school aid act of 1979, MCL 388.1620.

- (4) If a school board expels an individual pursuant to subsection (2), the school board shall ensure that, within 3 days after the expulsion, an official of the school district refers the individual to the appropriate county department of social services or county community mental health agency and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral.
- (5) The parent or legal guardian of an individual expelled pursuant to subsection (2) or, if the individual is at least age 18 or is an emancipated minor, the individual may petition the expelling school board for reinstatement of the individual to public education in the school district. If the expelling school board denies a petition for reinstatement, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may petition another school board for reinstatement of the individual in that other school district. All of the following apply to reinstatement under this subsection:
 - (a) For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 60 school days after the date of expulsion. For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled pursuant to subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time. For an individual who was in grade 6 or above at the time of expulsion, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 150 school days after the date of expulsion.

- (b) An individual who was in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 90 school days after the date of expulsion. An individual who was in grade 5 or below at the time of the expulsion and who has been expelled pursuant to subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 10 school days after the date of the expulsion. An individual who was in grade 6 or above at the time of the expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.
- (c) It is the responsibility of the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, of the individual to prepare and submit the petition. A school board is not required to provide any assistance in preparing the petition. Upon request by a parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual, a school board shall make available a form for a petition.
- (d) Not later than 10 school days after receiving a petition for reinstatement under this subsection, a school board shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual. The committee shall consist of 2 school board members, 1 school administrator, 1 teacher, and 1 parent of a pupil in the school district. During this time the superintendent of the school district may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.
- (e) Not later than 10 school days after all members are appointed, the committee described in subdivision (d) shall review the petition and any supporting information and information provided by the school district and shall submit a recommendation to the school board on the issue of reinstatement. The recommendation shall be for unconditional reinstatement, for conditional reinstatement, or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement. The recommendation shall be based on consideration of all of the following factors:
 - (i) The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel.
 - (ii) The extent to which reinstatement of the individual would create a risk of school district liability or individual liability for the school board or school district personnel.
 - (iii) The age and maturity of the individual.
 - (iv) The individual's school record before the incident that caused the expulsion.
 - (v) The individual's attitude concerning the incident that caused the expulsion.
 - (vi) The individual's behavior since the expulsion and the prospects for remediation of the individual.

(vii) If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by the parent or legal guardian and that can be expected if the individual is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

- (f) Not later than the next regularly scheduled board meeting after receiving the recommendation of the committee under subdivision (e), a school board shall make a decision to unconditionally reinstate the individual, conditionally reinstate the individual, or deny reinstatement of the individual. The decision of the school board is final.
- (g) A school board may require an individual and, if the petition was filed by a parent or legal guardian, his or her parent or legal guardian to agree in writing to specific conditions before reinstating the individual in a conditional reinstatement. The conditions may include, but are not limited to, agreement to a behavior contract, which may involve the individual, parent or legal guardian, and an outside agency; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; and specified immediate consequences for failure to abide by a condition. A parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may include proposed conditions in a
Rendered Friday, July 14, 2017 Page 2 Michigan Compiled Laws Complete Through PA 64 of 2017
- (6) A school board or school administrator that complies with subsection (2) is not liable for damages for expelling a pupil pursuant to subsection (2), and the authorizing body of a public school academy is not liable for damages for expulsion of a pupil by the public school academy pursuant to subsection (2).
- (7) The department shall develop and distribute to all school districts a form for a petition for reinstatement to be used under subsection (5).
- (8) This section does not diminish any rights under federal law of a pupil who has been determined to be eligible for special education programs and services.
- (9) If a pupil expelled from a public school district pursuant to subsection (2) is enrolled by a public school district sponsored alternative education program or a public school academy during the period of expulsion, the public school academy or alternative education program shall immediately become eligible for the prorated share of either the public school academy or operating school district's foundation allowance or the expelling school district's foundation allowance, whichever is higher.
- (10) If an individual is expelled pursuant to subsection (2), it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable alternative educational program and to enroll the individual in such a program during the expulsion. The office of safe schools in the department shall compile information on and catalog existing alternative education programs or schools and nonpublic schools that may be open to enrollment of individuals expelled pursuant to subsection (2) and pursuant to section 1311a, and shall periodically distribute this information to school districts for distribution to expelled individuals. A school board that establishes an alternative education program or

school described in this subsection shall notify the office of safe schools about the program or school and the types of pupils it serves. The office of safe schools also shall work with and provide technical assistance to school districts, authorizing bodies for public school academies, and other interested parties in developing these types of alternative education programs or schools in geographic areas that are not being served.

- (11) As used in this section:
 - (a) "Arson" means a felony violation of chapter X of the Michigan penal code, 1931 PA 328, MCL 750.71 to 750.80.
 - (b) "Criminal sexual conduct" means a violation of section 520b, 520c, 520d, 520e, or 520g of the Michigan penal code, 1931 PA 328, MCL 750.520b, 750.520c, 750.520d, 750.520e, and 750.520g.
 - (c) "Dangerous weapon" means that term as defined in section 1313.
 - (d) "Firearm" means that term as defined in section 921 of title 18 of the United States Code, 18 USC 921.
 - (e) "School board" means a school board, intermediate school board, or the board of directors of a public school academy.
 - (f) "School district" means a school district, a local act school district, an intermediate school district, or a public school academy.
 - (g) "Weapon free school zone" means that term as defined in section 237a of the Michigan penal code, 1931 PA 328, MCL 750.237a.
- **History:** 1976, Act 451, Imd. Eff. Jan. 13, 1977;Am. 1993, Act 335, Imd. Eff. Dec. 31, 1993;Am. 1994, Act 328, Eff. Jan. 1, 1995;Am. 1995, Act 250, Imd. Eff. Jan. 2, 1996;Am. 1999, Act 23, Imd. Eff. May 12, 1999;Am. 2007, Act 138, Imd. Eff. Nov. 13, 2007;Am. 2008, Act 1, Imd. Eff. Jan. 11, 2008.

from <http://www.legislature.mi.gov/documents/mcl/pdf/mcl-380-1311.pdf>

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, desks and student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

A student's refusal to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

RULES REGARDING SEARCH OF STUDENT LOCKERS, DESKS AND AUTOMOBILES

The following guideline shall apply to the opening of school lockers or desks by school administrators for general upkeep and cleanliness.

School lockers or desks shall be assigned to students by the school administration. This assignment is given with the understanding that periodic checks will be made by school personnel for the purpose of general upkeep and cleanliness. These checks will be conducted openly during the school day and in the presence of the students. The students may elect not to be present unless presence is required by the school administration.

Items that belong to the school and items, which may adversely affect the health or safety of others, may be removed from the locker or desks.

Students who were not present when a locker or desk was checked will be informed of the search within one school day.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, jacket, pockets, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person or a search of pockets, footwear, or garments is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex when possible.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable ground to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice and without student consent.

SEIZURE OF ILLEGAL OR UNAUTHORIZED MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings may be used in school disciplinary proceedings and may be turned over to proper legal authorities for ultimate disposition.

***FEDERAL LAW PROHIBITS USE OF ANY CONTROLLED SUBSTANCE IN THE VICINITY OF PUBLIC BUILDINGS OR GROUNDS**

WEAPON FREE SCHOOL ZONE

AMENDMENTS TO THE SCHOOL CODE CONCERNING POSSESSION OF A DANGEROUS WEAPON, COMMITTING ARSON OR RAPE IN A SCHOOL BUILDING, ON OR WITHIN 1,000 FEET OF SCHOOL GROUNDS, OR AT A SCHOOL SPONSORED ACTIVITY

The Consortium and WIMA/WIHI establish a weapon free school zone. Any student who possesses a dangerous weapon, commits arson or rapes someone in a school building, on or within 1,000 feet of school grounds or at a school sponsored activity, shall be permanently removed from WIMA/WIHI and subject to the decision of their school district in regard to their attendance to that school district in accordance with Section 1311 of the School Code of 1976, as amended.

The procedures for expulsion, as provided in Article D of the Uniform Code of Student Conduct, will be followed.

DEFINITIONS:

Arson – Willfully or maliciously setting a fire. The definition includes doing any act which results in the starting of a fire, or aiding, counseling, inducing, persuading or procuring another to do such act or acts.

Rape -- Engaging in conduct that is considered criminal sexual conduct under the Michigan Penal Code.

Dangerous Weapon --

1. Any firearm (including a starter gun or BB gun) which will, is designated to, or may readily be converted to expel a projectile by the action of the explosive; or the frame or receiver of the firearm (i.e., any part of a firearm).
2. Any firearm muffler or firearm silencer.
3. Any explosives, incendiary or poisonous gas device (i.e., bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having the explosive or incendiary charge of more than one-quarter (1/4) ounce, mine or any similar devices).
4. A dangerous weapon shall also mean a dagger, dirk, stiletto, knife with a blade over three inches long, pocketknife opened by a mechanical device, iron bar, or brass knuckles. X

PETITION FOR REINSTATEMENT:

If a student is removed for possession of a dangerous weapon, or committing arson or rape, the student may file a petition with the Joint Steering Committee requesting reinstatement to WIMA/WIHI and their

district's Board of Education requesting reinstatement to the district or WIMA/WIHI. Approval of both bodies will be necessary for return to WIMA/WIHI

Students in grades 9-12 may petition for reinstatement after 150 school days, but may not be reinstated for at least 180 school days.

If a petition for reinstatement is received by the Joint Steering Committee it can hear the petition or appoint a committee to review both the petition and information provided by the student's Superintendent.

The committee, in accordance with the school code, will make a recommendation to the Joint Steering Committee for unconditional reinstatement, conditional reinstatement or against reinstatement. The Joint Steering Committee will act on the petition for reinstatement. The petition for reinstatement to the school district will be processed in accordance with the district's policy. The decision of the Steering Committee and the local Board is final

SUSPENSION FROM WIMA AND WIHI

The school is a part of the total community. School rules and regulations are established for the protection of all of its members. Violations of school rules and regulations (on school property, en route to or from school or school activities, on school vehicles, and during or in connection with school-sponsored activities or off-campus misconduct of a serious or criminal nature) are cause for action as described herein. As used herein days shall mean school days.

Students who face suspension due to violation of WIHI/WIMA, state, local or school district policies, rules or regulations shall first be brought before the principal, or his/her designee, and then the Joint Steering Committee, if necessary, or upon appeal of the principal's decision.

In the event of removal from WIHI/WIMA, students will be returned to their home district where they will also be subject to that local district policy.

Prior to implementation of a suspension of greater than 10 days or removal, the student will be informed of the infraction and will be given an opportunity to respond to the charges made.

IN-SCHOOL SUSPENSION

In-school suspension is exclusion from regular class(es) and school activities for up to three (3) full days with the requirement that the student attend the In-School-Suspension Program.

- This action may be taken by the building principal (or designee).
- Cause for this action is a violation of school rules and regulations.
- Parent(s) and/or legal guardian(s) and the student, if 18 years of age, shall be notified of this action by phone, email and/or letter. The school administration will determine the need for a parent/guardian conference prior to student readmission. If, however, the parent/guardian requests a conference, the administrator will honor this request. There is no appeal of an in-school suspension beyond the principal.

OUT-OF-SCHOOL SUSPENSION

Out-of-school-suspension up to ten (10) days is exclusion from school premises, classes and activities for a period not to exceed ten (10) days.

- This action may be taken by the building principal (or designee).
- Cause for this action is a violation of school rules or regulations.
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified of this action by phone and email or letter. The school administration will determine the need for a parent/guardian conference prior to the student re-entering. If, however, the parent/guardian requests a conference,

the administrator will honor this request. There is no appeal beyond the principal for suspensions of 10 days or less.

Suspension for an extended period of time is to be interpreted as follows:

- Removal from school pending action at a higher level, or awaiting disposition of civil authorities.
- This action may be taken by the recommendation of the principal with a specified time limit to the suspension. The student or parent/guardian has the right to appeal.
- Causes for this action are "gross misdemeanor" or "persistent disobedience," "the student's inability to be educated in the school environment, causes designated in the Code of Conduct or conduct which endangers the welfare of other pupils or the welfare of property of other persons or the welfare of school district property."
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified in writing of this action.
- The Principal (or designee) shall notify the Joint Steering Committee of the student's suspension in writing within three (3) days with recommendation for action. In no event shall extended suspension extend for more than thirty (30) days unless the Joint Steering Committee authorizes an extension of time where there is sufficient reason for extension.

COUNTING SUSPENSION DAYS

The day the student is removed from school will be counted as a day of suspension providing he/she was denied class participation or school activities before noon of that day. Times when school is not officially scheduled are not to be counted as part of the suspension time.

SUSPENSION FOR A DEFINITE PERIOD

Suspension for definite period, in excess of ten (10) days is to be interpreted as follows:

- Removal from school/class assignments for a specified period of time.
- This action may be taken by the principal or Joint Steering Committee only after an opportunity for a hearing is given.
- Causes for suspension for a definite period are those defined in the Michigan School Code or the WIHI/WIMA School Code of Conduct.
- The school administration shall recommend cases for suspension for a definite period to the Joint Steering Committee.
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified in writing of this action.
- The Joint Steering Committee is vested with final authority in all cases of suspension for a definite period subject to appeal procedures set forth. The Joint Steering Committee may establish conditions which must be met prior to readmission of the student.

- The student will be readmitted at the end of the period only after a parent/guardian conference satisfactory to school administration, and only in the event the student has met all reasonable conditions established for readmission.
- The Joint Steering Committee shall notify the parents and/or legal guardians and student, if 18 years of age, in writing.

APPEAL FOR SUSPENSION

Appeals of disciplinary actions or discrimination based on race, sex or handicap may be initiated by students or parents/guardians of minor students. Appeals must first be directed to the building principal, who will specify the appropriate level for the appeal to begin. There will be no appeal process beyond the principal level for suspensions of 10 days or less. There is no appeal for suspensions of three days or less.

The following appeal levels are available in cases of in-school suspensions and out-of-school-suspensions of four (4) to ten (10) days. There is no appeal of suspensions of three days or less.

- **Building Principal Review Hearing.** The hearing process to be determined by the principal with the student or the student's parents/guardians having a reasonable opportunity to respond to the charges and circumstances. The decision of the principal or his/her designee(s) is final.

The following appeal levels are available in cases of out-of-school-suspensions of eleven (11) or more days:

First Level - Building Principal Review Hearing

Second Level - Joint Steering Committee or its designated committee of no less than three members

1. A request for an appeal shall be made within three (3) school days of the date disciplinary action was taken and must be made in writing stating the adjustments being requested and the reasons thereof. (An oral appeal may be made if three or fewer days remain in the semester.)
2. Based on the review of the appeal, the building principal, within five (5) school days, will notify in writing the adult student or the parents or legal guardian of a student under the age of 18 years of his or her decision to adjust, revoke or sustain the disciplinary action.
3. The student and/or the student's parents/guardian and affected teachers or coaches have a right to be present at all review hearings and must be notified in advance of the time and place. Both the affected student and the school administration have the right to present a witness at all review hearings.
4. Unless the principal permits the student to remain in school and participate in all activities pending the outcome of the appeal, the student is suspended from school until the outcome of the hearing for a time period not to exceed 10 days. If the student is a danger to himself/herself, other students, school staff or school property, the principal may remove the student from school and school activities until the completion of the hearing process.

5. Appeal to the next level must be made in writing within three (3) days of receipt of the decision at the lower level and the review hearing at the next level must be held within five (5) days of receipt of the appeal.

REMOVAL FROM WIMA & WIHI

Removal from WIMA and WIHI are to be interpreted as follows:

- Removal from the Washtenaw International High School and Middle Academy facilities for more than the remainder of the semester by action of the Joint Steering Committee. The student must petition the Joint Steering Committee for readmission and the written petition must evidence satisfactory elimination of the cause for removal, and compliance, with all reasonable conditions established for readmission.
- This action may be taken by the Joint Steering Committee only after an opportunity for a hearing is given.
- Causes for removal from WIMA and WIHI are those defined in the Michigan School Code and school code of Conduct.
- The school administration shall recommend cases for removal to the Joint Steering Committee.
- Parents and/or legal guardians and the student, if 18 years of age, shall be given notice in writing of the recommendation.
- The Board of Education of the student's school district is vested with the final authority in all cases of removal from a school district.

REMOVAL PROCEDURES:

Initiation of Removal:

- The building principal (or designee) shall recommend in writing to the Joint Steering Committee (or designee) that removal be considered. The Joint Steering Committee will notify the student's superintendent that removal is being considered.

Hearing of Removal:

- The Joint Steering Committee shall appoint a panel of three members to hear removal cases. The hearing date will be set by the panel chairperson. The chairperson (or designee) will conduct a hearing in accordance with this Uniform Code of Student Conduct.

Notice of Hearing for Removal and Decision:

- The Principal/Chairperson (or designee) shall provide written notice to the parents or legal guardian of the student if under 18 years of age and to the student only if 18 years of age or older. Once the removal decision has been presented to the Superintendent of the student's district, that policy will be enforced. The notice shall be mailed to the address of record of the student, at least 5 days prior to the scheduled hearing date and shall specify:
 - The date, time and place for hearing;

- The names of witnesses who might be called to testify with respect to the charges;
- The student has the right to be represented at the hearing by legal counsel;
- The right of the student to present witnesses on the student's behalf and to cross examine witnesses called by the administration; and
- Shall advise the student that the hearing will be open to the public unless a request is made in writing by the student or the parents/guardian of a minor student that it will be a closed hearing.
- The charges which have been made along with the terms of the removal.

PROCEDURE AT HEARING FOR REMOVAL

If the student (or representative) attends the hearing, the chairperson (or designee) of the hearing panel shall advise the student and/or parents/guardian of the charges. The student shall then be advised that the purpose of the hearing is to determine the validity of these charges. The student shall be advised that the student or the student's attorney will have the right to question witnesses who will be present to give testimony in support of the charges. The student shall be advised of the right to present witnesses on his/her own behalf. The student shall be asked if he/she is represented by counsel.

- a. The student will then be asked if, understanding the charges he/she admits or denies those charges. If the student admits or does not contest the charges, it will not be necessary for the hearing panel to proceed with the hearing. However, it will be permissible for the student or his/her counsel to make a statement on his/her behalf and for the chairperson (or designee) and/or the hearing panel to question the student as to reasons for his/her behavior. This procedure is intended to assist the panel in arriving at a determination of the appropriate penalty to recommend to the Joint Steering Committee.
- b. If the student denies or contests the charges, the hearing shall proceed with the appropriate school official presenting witnesses to give testimony as to the charges. The student or his/her attorney will have the opportunity to cross-examine each witness. The student or his/her attorney will also be given the opportunity to present his/her own witnesses, including the opportunity for the student to testify. The members of the hearing panel and/or the chairperson (or designee) may ask questions of any witnesses.
- c. Upon conclusion of the presentation of evidence, the panel shall make findings on each of the charges which have been brought. In the event the student is found to have committed some or all of the acts charged, the panel shall make recommendations to the Joint Steering Committee as to the action which should be taken. These recommendations shall be reduced to a written report and a copy of the report sent to the student and/or parents or guardian together with notice that the recommendation will be made to the Joint Steering Committee at its next regular meeting or a meeting conducted specifically to address the findings. The Joint Steering Committee will then, by resolution, affirm, modify or reverse the recommendation of the hearing panel.

- d. The student or the parents(s) or legal guardian(s) of a student who is under the age of 18 years shall be notified in writing of the decision of the Joint Steering Committee.
If neither a student nor his representative appears, the review panel shall permit the administration to summarize the evidence it intended to present. The panel will conclude the hearing and proceed with the requirements of paragraph 4, (c) and (d)