

Grosse Pointe South



Handbook
and
Calendar

2020-2021

2020-2021 School Calendar

September 8, 2020	First Day of School
October 14, 2020	SAT w/ Essay-- Seniors
October 28 & 29, 2020	Parent/ Teacher Evening Conferences
October 29, 2020	PSAT/NMSQT--Juniors
November 3, 2020	Election Day: Students No School
November 6, 2020	End of First Quarter
November 25-27, 2020	Thanksgiving Break
December 2, 2020	Students Half Day AM
December 23- January 1 2021	Winter Break: No School
January 18, 2021	MLK Day: No School
January 19-22, 2021	Students: Midterm Exams ½ day AM
January 22, 2021	End of Second Quarter
February 15-19, 2021	Mid-Winter Break: No School
March 4, 2021	Parent / Teacher Evening Conferences
March 29-April 2, 2021	Spring Break: No School
April 14, 2021	PSAT 8/9 --Freshman
	PSAT 10-- Sophomores
	SAT w/ Essay --Juniors
April 15, 2021	Work Keys Juniors
April 16, 2021	M-Step Juniors
April 19, 2021	End of Third Quarter
April 22, 2021	Students: ½ day AM
May 3-23, 2021	AP Exams
May 31, 2021	Memorial Day: No School
June 1-4, 2021	Senior Exams
June 15, 2021	Final Exams ½ Day AM
June 18, 2021	Last Day of School

Cover Artwork Designed by: Caroline Parthum Class of 2020

GROSSE POINTE SOUTH HIGH SCHOOL

The Grosse Pointe Public School System

Board of Education

Margaret Weertz, President
Kathleen Abke, Vice President
Judy Gafa, Treasurer
Christopher Profeta, Secretary
Joseph Herd, Trustee
Christopher Lee, Trustee
Cynthia Pangborn, Trustee

Superintendent

Dr. Gary C. Niehaus



Main Telephone Line – (313) 432-3500

Counseling Center- (313) 432-3519

Attendance Message Line - (313) 432-3501

10th & 12th GRADES – 432-3530 Mrs. Murphy

9th & 11th GRADES – 432-3531 Mrs. Cavara

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CONTACTS AND HELPFUL RESOURCES
11 GROSSE POINTE BOULEVARD
GROSSE POINTE FARMS, MICHIGAN 48236

MAIN TELEPHONE LINE

(313) 432-3500

ADMINISTRATION

Principal - Moussa Hamka

Secretary - Linda Schultz

Assistant Principal – Cindy Parravano

Assistant Principal – Joe Spryszak

Secretary – Heidi Hannan

Assistant Principal/Athletic Director – Chris Booth

Athletics Secretary – Jane Schmidt

ATHLETIC OFFICE

(313) 432-3541

FAX (313) 432-3544

STUDENT ACTIVITIES

Melissa Petz– 432-3518

COUNSELING CENTER

Receptionist – 432-3519

FAX (313) 432-3527

COUNSELORS

Nicholas Bernbeck – 432-3523

Eric Burson – 432-3524

Troy Glasser – 432-3521

Gina Hawkins- 432-3521

Beth Walsh-Sahutske (Department Chair) – 432-3522

Social Worker, Douglas Roby – 432-3588

School Psychologist, Lisa Khoury – 432-3525

Records Clerk Khali Williams – 423-3535

NONDISCRIMINATION STATEMENT POLICY OF NONDISCRIMINATION

The Grosse Pointe Public School System is committed to a policy of nondiscrimination in relation to race, color, religion, or national origin (Title VI of the Civil Rights Act of 1964); Sex (Title IX of the Educational Amendments of 1972); or Handicap (Section 504 of the Rehabilitation Act of 1973). Grievance Regulations (G.P.P.S. Policy AC) are available for those who believe that this policy has been abused. Equal access is provided to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stefanie Hayes, Director of Student Services

20090 Morningside

Grosse Pointe Woods, MI 48236

Phone: (313) 432-3851

Stefanie.Hayes@gpschools.org

If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the Deputy Superintendent for Educational Services at:

Deputy Superintendent for Educational Services

389 St. Clair

Grosse Pointe, MI 48230

Phone: (313) 432-3018

For further information on notice of nondiscrimination, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

TELEPHONE NUMBER FOR INCIDENTS REQUIRING REPORTS TO AUTHORITIES:

**Wayne County Family Independence Agency –
Protective Services (incidents of child abuse) (313)372-6200**

FACULTY BY DEPARTMENT

Art

[Buksar-Cecil, Michelle](#)

[O'Leary, Candace](#)

[Mades, Amber](#)

[Szmrecsanyi, Tom**](#)

Business

[Cooper, Richard](#)

[Moretz, Erin](#)

English

[Campion, Harry](#)

[Cox, Kevin](#)

[Dunham, Meaghan](#)

[Edgerton, Kaitlin](#)

[Henk, Ericka](#)

[Lauer, Melanie](#)

[Loughlin, Taryn](#)

[Lulis, Elizabeth](#)

[Monaghan, John](#)

[McCue, Sandra](#)

[Parent, Katie](#)

[Peck, Danielle**](#)

[Sugamele, Shannon](#)

Industrial Tech

[Dolson, Jeanne](#)

Lifeskills

[Modlin, Marianne](#)

[O'Hare, Patti](#)

Math

[Bornoty, Elizabeth**](#)

[Distelrath, Laura](#)

[Kline, Lisa](#)

[Martin, David](#)

[McConaghy, Alexa](#)

[Orban, Amanda](#)

[Roebuck, Jenna](#)

[Shelson, Jacqueline](#)

[Vassel, Alan](#)

[Wheaton, Ryan](#)

[Wozniak, Jennifer](#)

Media Specialist

[Johnson, Courtney](#)

Performing Arts

[Gross, James**](#)

[Pratt, Christopher](#)

[Takis, Christopher](#)

Physical Education/Health

[Hepner, Chad](#)

[Westfall, Nicole](#)

[Zaranek, Stephen](#)

Science

[Adams, James](#)

[Copus, Lauren](#)

[Harris, Christine](#)

[Hernandez, Troy](#)

[Kim, Stephen](#)

[Martin, David](#)

[McNamara, Shawn](#)

[Rothenbuhler, Shelly](#)

[Sobolak, Claire](#)

[Soo, Mark](#)

[Theisen, John](#)

[Wieseler, Jessica](#)

Social Studies

[Ashmon, MaShanta](#)

[Caralis, Kendra](#)

[Cox, Kevin](#)

[Distelrath, Laura](#)

[Hepner, Chad](#)

[Minor, Kevin](#)

[Palen, Peter](#)

[Phillips, Jordan](#)

[Pierce, Margaret](#)

[Rennell, Michael](#)

[Taylor, Andrew](#)

[Wilberger, Bert](#)

Special Education

[Baer, Kristen](#)

[Donaghue, Carrie](#)

[Gerbi, Ashley](#)

[Harrison, Jill](#)
[Johnson, Amy**](#)
[Salajka, Shelby](#)
[Teolis, Deborah](#)

TV Productions

[Geresy, Steve](#)

World Language

[Borja, Christine](#)
[Cappi, Giovanna](#)
[Morefield-Pinder, Cindy**](#)
[Peltier, Scott**](#)
[Petrilli, Rebecca](#)
[Smith, David](#)
[Truza, Kimberly](#)

Department chair indicated **

ATHLETIC BOOSTER CLUB

President, Bob Tiderington, (313) 268-8867

The Athletic Boosters Club at South High School provides moral and financial support of student activities, particularly athletic. From Sports Awards Night to assisting with game administration, the Booster Club members are a vital part of South High School.

Athletic Booster Multi-Membership \$225

Athletic Booster single membership \$100

www.gpsathleticboosters.com

MOTHERS' CLUB OF GP SOUTH (PARENTS CLUB)

President, Marica Ostrowski, (313) 608-3811, president2020@mothersclubgps.com

Founded in 1929, the Mothers' Club serves as the parent club of Grosse Pointe South. The purpose of the Mothers' Club is to enhance and enrich the student body's experience at Grosse Pointe South. This is made possible through various endowments and fundraising activities, including our annual Spring Benefit, Community Partnership and Friends mailings, and in-kind donations. Support is distributed under three categories: classroom & educational enrichment, preservation of our historical building and scholarships for graduating seniors. Money raised has been used to help with the Greenhouse restoration, hallway lighting projects, restroom and conference room renovations, class field trips, technology improvements, and scholarships for over 70 graduating seniors annually.

In addition to the three funding areas, the Mothers' Club facilitates communication between the school and student families through the monthly e-newsletter called *High Pointes*. It also maintains a website (www.mothersclubgps.com) with a school calendar and a Facebook page (Mothers' Club of Grosse Pointe South) with up to the minute information on what's happening at Grosse Pointe South. In addition, the Mother's Club produces and distributes the Student Directory.

Student activities such as Homecoming, student dances, prom and the All Night Party for graduating seniors are also supported and chaperoned by our Mother's Club volunteers, including dads, grandparents, GPS staff and alumni.

Annual dues are \$25, which includes a Student Directory. For a contribution of \$50, you can become a Patron Member and receive two directories. Membership through the GPPS registration process or through our website.

BELL SCHEDULES

2020 - 2021 Bell Schedule							
PLC Monday - Late Start				Tuesday - Friday			
	Period 1	8:42-9:26			Period 1	8:00-8:50	
	Period 2	9:31-10:15			Period 2	8:55-9:45	
	Period 3	10:20-11:08			Period 3	9:50-10:44	
1 st Lunch	11:08-11:46	Period 4	11:51-12:38	1 st Lunch	10:44-11:22	Period 4	11:27-12:20
Period 4	11:13-12:00	2 nd Lunch	12:00-12:38	Period 4	10:49-11:42	2 nd Lunch	11:42-12:20
	Period 5	12:43-1:27			Period 5	12:25-1:15	
	Period 6	1:32-2:16			Period 6	1:20-2:10	
	Period 7	2:21-3:05			Period 7	2:15-3:05	

1st Lunch – Main Building –2nd & 4th Floors, IA Building All Floors

2nd Lunch – Main building – First Floor, S Building All Floors

P.L.C. Monday: Doors open at 8:00 am. Students must be in the Library between the hours of 8:00 and 8:30 am. Teachers are **unavailable** to students between 7:50 and 8:35.

Tuesday – Friday: Doors open at 7:10 am. Students must be in the Library between the hours of 7:10 and 7:40 unless they have a scheduled appointment with a teacher or in a club meeting.

Final Exam Schedule 9-11 Grade			
Day	Class exam	Time	Release
Tuesday	1 st period	8:00-9:30	9:35
Tuesday	2 nd period	9:45-11:15	11:15
Wednesday	4 th period	8:00-9:30	9:35
Wednesday	5 th period	9:45-11:15	11:15
Thursday	6 th period	8:00-9:30	9:35
Thursday	7 th period	9:45-11:15	11:15
Friday	3 rd period	8:00-9:30	9:35

VISION/MISSION/BELIEFS

VISION STATEMENT OF GPPS

OneGP: Where *everyone* learns, *every* day.

MISSION OF GPPS

Promote Innovation Maximize Potential Embrace Community

VISION OF GP SOUTH

Educating students to be the best in, and for, the world.

MISSION OF GP SOUTH

The community of Grosse Pointe South High School is committed to ensure that all Grosse Pointe South High School graduates demonstrate the knowledge, creativity and skills necessary to establish self-worth as independent, contributing members of society, prepared for life-long learning and success in a changing world.

BELIEFS

- * Every student can learn.
- * Learning must be a lifelong process.
- * Every student is entitled to the best possible education.
- * Education is a shared responsibility among educators, parents, and community.
- * Students are responsible for their own learning.
- * Every student is entitled to be respected, nurtured, and valued.
- * Individuals are responsible for the choices they make.

ATTENDANCE POLICY & PHILOSOPHY

Administrative Guideline 5200 - The Board of Education as an agency of the State is required to enforce the regular attendance of students. The Board recognizes that the presence in the classroom enables the student to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel.

Attendance shall be required of all District students, except those exempted under Policy 5223 or by other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.

The Superintendent shall require, from the parent of each student, a statement and/or confirmation of the cause for such absence. The Board reserves the right to verify such statements and to investigate the cause of each absence.

The Board may report to the Intermediate School District infractions of the law regarding the attendance of students below the age of sixteen (16). Repeated infractions of Board policy requiring the attendance of enrolled students may result in the suspension or expulsion of the student from the District program.

The Grosse Pointe Public School System believes that students should be in class, on time, every school day. The district believes that a good school attendance program is necessary in order to uphold standards, support academic success, and promote responsible, lifelong attendance habits.

Attendance need not always be within the school facilities, but a student will be considered to be in attendance if present at any assigned place where school is in session by authority of the Board. The Board shall consider each student assigned to a program of other guided learning experiences, authorized under Policy 2370, to be in regular attendance for the program provided that s/he reports to such staff member s/he is assigned for guidance at the place in which s/he is conducting study, and regularly demonstrates progress toward the objectives of the course of study.

PHILOSOPHY OF ATTENDANCE

Good attendance is one of the most important single factors that contribute to greater levels of achievement by students. The Grosse Pointe Public School System, a partnership of parents, students, teachers, counselors, administrators, and support staff believes that regular, punctual class attendance contributes strongly to a positive preparation for the demands of life after high school. Accordingly, the Grosse Pointe Public School System has developed a High School Attendance Policy (JB) and a set of Attendance Procedure Regulations designed to promote good attendance in a guidance-oriented manner. The effectiveness of this policy and regulations depends upon parents, students, and school staff working together to see that students attend classes regularly and acquire a sound high school education as they prepare to be responsible citizens and members of society.

ATTENDANCE RESPONSIBILITIES

Students

Students have the responsibility to attend all their classes regularly and to be on time in order to receive

maximum benefits from the high school instructional program, to assist in keeping disruption of the educational environment to a minimum, and to develop lifetime habits of punctuality, self-discipline, and reliability. While it is possible for an absent student to make up some missed schoolwork, it is impossible to compensate completely for absence from classes. Irregular attendance or tardiness not only threatens to retard the academic growth of the absent student, but it may also interfere with the learning progress of other students who are regular and prompt in attending all their classes.

Parents

Parents have the responsibility to call in each absence as soon as possible on the day of the absence. and to follow all attendance regulations. **Calls must be received before the student leaves the building, for unavoidable appointments and no later than 10 AM the following school day for an all-day absence.** Parents also have the responsibility to set home priorities that support education, to require regular attendance of their sons and daughters, to provide effective discipline and guidance if unexcused or excessive absences occur, to react promptly to attendance information provided by the school, and to support the school's efforts to improve student attendance.

Teachers

Teachers have the responsibility to encourage good attendance by planning and providing engaging instruction that motivates students to want to attend, keeping accurate daily records, and cooperating with counselors, administrators, and office staff in communicating attendance issues promptly and accurately.

Counselors

Counselors have the responsibility to respond to parent requests for timely information and insight on the attendance patterns of their children, to consult with students and teachers about instructional problems of students related to irregular attendance, and to counsel students and parents about unexcused or excessive absences.

Administrators-Support Staff

Administrators have the responsibility to develop procedures that provide prompt feedback to students, parents, counselors, and teachers, to communicate these procedures clearly, to administer the attendance policy with fairness and consistency, and to monitor the results and effectiveness of the policy. *The Board authorizes, but does not encourage the Superintendent, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension. **The Superintendent shall develop procedures for the attendance of students which:***

- A. ensure a school session which is in conformity with the requirement of the law;*
- B. ensure that students absent for any excusable reason have an opportunity to make up work they missed;*
- C. ensure the student is not given a failing grade or his/her credit is not unconditionally revoked where lack of attendance is the sole or primary determining factor;*
- D. govern the keeping of attendance records in accordance with the rules of the State Board and the Michigan Department of Education Pupil Accounting Manual, including a written electronic attendance procedure, if applicable;*

- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973;
- G. establish consequences for excessive unexcused absences.

Such guidelines should provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned.

M.C.L.A.380.1531, 380.1561(3a-3c), 380.1586(3)

PARENT/GUARDIAN CALLS

Please note: A parent/guardian **cannot excuse any absence or tardy** for a student who is on campus, a student who leaves campus without prior permission from a parent and/or properly signing-out in the high school attendance office. **South High School 24 Hour Attendance Line: 432-3501.**

A parent/guardian call excusing a student's absence should be made as soon as possible on the day of the absence, or by 10 am the following day, at the latest, and must be before the student leaves the building for an unavoidable appointment, or it will remain unexcused. Following receipt of the parent/guardian call, the student's absence will be marked excused and, if non-exempt (explained below); the absence is counted in the maximum of 10 allowable absences per class, per semester. An exempt absence is not counted in the maximum of 10. A student is subject to loss of semester course credit and a failing grade for the semester upon the eleventh (11) excused, non-exempt absence per class, per semester.

To repeat: an absence is considered unexcused or a "skip" if:

1. Parent/guardian call is NOT received prior to the student leaving the building after attending class.
2. Parent/guardian call is NOT received by 10 am following the day of an absence unless documentation of an exempt absence is received. **PLEASE NOTE:** A student is subject to loss of semester course credit upon the 4th unexcused absence in a class, in a semester.

CAPPED ABSENCES AND CLASS CREDIT

To earn course credit and a passing grade, a student's absences each semester must not exceed TEN (10) absences per class, per semester except where exemptions are noted, AND ALSO, to earn course credit and a passing grade, a student's absences each semester (within this cap of 10) must not exceed THREE UNEXCUSED absences per class, per semester.

Under the High School Attendance Policy, all students are limited to a maximum of 10 non-exempt absences per class, which includes excused absences and no more than two (2) unexcused absences per semester, or 3 unexcused absences per semester per class, as defined in Administrative Regulation (JB-R). Upon the 11th capped absence or the 4th unexcused absence, a student may be dropped from the class and receive an "attendance R", or be placed on an attendance contract.

Note: A student tardy to class more than (6) minutes after the bell rings receives an unexcused absence. If a student is more than 6 minutes tardy to 1st hour, a parent/guardian may call to excuse the unexcused absence no later than 10 am the day following day. The absences still counts against the cap of 10.

NON-EXEMPT ABSENCES

A Non-Exempt Absence Counts towards capped 10.

EXCUSED ABSENCE

An absence is excused if the student is:

1. Absent for a full or partial day and the parent has provided an explanation of the absence prior to 10 AM on the day following the absence.
2. Student signs out in the attendance office and parent provides a reason for departure prior to the student leaving campus.

UNEXCUSED ABSENCE

An absence is unexcused if the student is:

1. Absent for a full or partial day with no parent/guardian communication excusing the absence at the latest, by 10 AM on the day following the absence.
2. Arrival to class more than 6 minutes after the bell without parent/guardian communication excusing the absence at the latest, by 10 AM on the day following the late arrival.
3. Leaving the building without the attendance office receiving prior communication from a parent/guardian and/or without properly checking out through the attendance office.

An Unexcused Absence counts toward capped 10.

EXEMPT ABSENCES

With appropriate written documentation as outlined in Administrative Guideline 5200, certain excused absences may be considered Exempt Absences. Exempt absences are not included in the total of absences used in determining a student's eligibility for course credit, as defined in Administrative Guideline 5200. Exempt absences are not counted in the cap ten (10) and include:

1. Illness and medical appointment with documentation
2. Professional appointments with documentation
3. School-related absences including counselor business, athletics, activities, field trips, exclusions
4. Funeral / bereavement with documentation
5. Court appearances with documentation
6. Observation or celebration of a bon-a-fide religious holiday
7. Meetings with college representatives at the student's high school

8. College visits (must provide documentation from the college verifying the visit)

An Exempt Absence does not count toward capped 10.

PRE-ARRANGED ABSENCES

If absences beyond the school-scheduled vacation period become necessary, prior to his/her absence, a student must:

1. obtain a pre-arranged absence form from his/her counselor, and
2. have his/her teachers sign the form as acknowledgement but not approval of the absence.
3. obtain permission from the Principal.

If this process is not followed, teachers are not obligated to allow a student to make up missed work.

If this procedure is followed, students have the opportunity to complete assignments and make up tests, but teachers are under no obligation to provide extra help after vacations. Students have 3 days to make up assignments and tests after the return. If assignments and tests are not completed within 3 days, a failing grade for the test or assignment may be given.

ABSENTEE INTERVENTIONS

The school system believes that high standards are maintained by consistent enforcement of the district's high school attendance policy. Toward that end, we employ 5 important forms of attendance support.

1. Early intervention and personal assistance with attendance problems by counselors, social workers, administrators, teachers, and office staff are offered whenever appropriate.
2. Attendance letters are emailed to notify parents when students have reached their 8th and 10th capped absence.
3. Administration meets with students when they have accumulated 3 unexcused absences in any class, per semester.
4. Administration meets with students when they have accumulated 4 unexcused absences and/or have reached their 11th capped absence to determine if a student will be placed on an attendance contract or removed from class with an Attendance "R".
5. Parents are contacted daily by the automated calling system for any unexcused absence including six (6) minute tardies. Attendance records will also be available to parents daily through Parent Connect.

ABSENTEE CONSEQUENCES

A set of firm consequences exist which includes assigning detentions through loss of semester credit for excessive absences for the course. The consequences for unexcused absences in a class, per semester are as follows:

1. First unexcused absence = Thirty (30) minute after school detention and parent notification.

2. Second unexcused absence = one (1) hour after school detention and parent notification.
3. Third unexcused absence = three (3) hour Saturday school detention and parent notification.
4. Fourth unexcused absence in a class - a student may be placed on an attendance contract, or receive an "attendance R" and receive a reduced schedule, or receive an "attendance R" and be placed in a tutorial.
5. When removed from class the student is issued a letter 'R' grade, indicating removal from class for attendance reasons, with no credit assigned. The student will have an opportunity to earn credit in the class if he/she is able to pass (with a C+ or better grade) the District approved test-out assessment. In this case, the student will be issued a 'G' (passing) grade indicating credit earned. The grade will not be computed in the student's semester or cumulative grade point average.
6. Failure to serve a scheduled detention may result in further disciplinary action, including separation. A discipline issued as a result of detentions not served will not nullify the original detention issued.

NOTE: Year courses are broken into semesters for purposes of reducing credit. The student's credit and grade earned in the other semester are not affected.

PLEASE NOTE: An administrator has the discretion to exempt student absences as special circumstances may dictate during the school year.

ALSO NOTE: When a sensitive or personal issue is involved in an attendance matter, a parent, a student, or a student's advocate may request that an administrator deal directly with the case. In such situations, administrator confidentiality and an exemption may be requested.

ATTENDANCE POLICY EXCEPTIONS

In the event of extraordinary circumstances, parents may petition either an administrator who may decide the case without referring it to an ARB (Attendance Review Board), or an ARB, before an anticipated absence to ask that it be excluded from the maximum of 10 allowed per semester, per class. Exception requests must be made in writing and submitted as early as possible, but normally no later than 10 days prior to the scheduled absence. A hearing about the request may be held if necessary, before a decision is made about an attendance exception.

<p>PLEASE NOTE: It is an administrative prerogative to review any attendance case at any point and determine if it should be handled administratively.</p>

APPEALS TO ADMINISTRATORS AND THE ATTENDANCE REVIEW BOARD

Reasonable, timely reviews of student attendance patterns occur at two points: a) when a student is in imminent danger of semester credit loss due to poor attendance, or b) when a parent/guardian, an advocate, or a student appeals a loss of credit for the semester due to the student's record of excessive absences (either more than 10 excused, non-exempt absences per class, per semester or more than 3 "skips" per class, per semester).

To appeal removal from a class for poor attendance, a student must appeal within 5 school days of loss of credit-failing grade notification in order to present a case to an ARB in a timely way. Appeals must first be heard by the building administrator.

PLEASE NOTE: After filing an attendance appeal, a student continues to attend his/her class and to do all work in the class until the attendance appeal is heard.

For appeals denied by a building administrator, further appeal may be made to an ARB if a student's parent or guardian makes a written request within (3) three school days of an appeal denied by an administrator.

When an Attendance Review Board (ARB) is acting during an intervention or on a student's, parent's, or advocate's appeal, the ARB reviews each situation on an individual case basis. An ARB consists of 1 administrator and 1 teacher. It meets as often as necessary during the school year.

The Attendance Review Board examines the facts of each appeal to determine if a student is to be retained in a class with the opportunity for reinstatement of semester course credit. The ARB will include in its written decision a statement about how the student's grade and credit for the course will be computed for the semester/year. A parent/guardian, or adult advocate for the student (e.g. the student's counselor) must accompany the student during the scheduled ARB or the appeal is dropped due to lack of support, or rescheduled due to an unexpected conflict.

ARB options include:

- uphold the loss of semester class credit with accompanying semester 'R' grade decision;
- allow a student to audit a class for remainder of semester;
- design a set of specific criteria for "another chance" known as a performance contract;
- reinstate the student in the class.

LEAVING SCHOOL

Students who must leave school during the school day for doctor appointments or other unavoidable absences that cannot be scheduled outside the school day must have their parent/guardian phone the Attendance Office **BEFORE** the student is excused from school. The student must obtain a dismissal slip from the attendance office prior to leaving the school building. Students who do not check out properly through the Attendance Office will be considered unexcused for all class periods that are missed. Upon returning to school, a student is responsible for checking back in to school through the Attendance Office.

MAKE-UP PRIVILEGES

Make-up privileges are allowed for absences that are excused or exempt. Grades can be earned if students make up their work within a reasonable time after the absence. A reasonable time is defined as no more than twice the number of days of the absence. If work is not made up within this time, a failing grade for the test or assignment may be given.

VACATION

The school system does not condone vacation absences that exceed school-scheduled vacation periods although a student may be excused if approved by the Principal. Any absence beyond school-scheduled vacation periods is counted in the maximum of 10 per class, per semester.

PLEASE NOTE: Parents are responsible for restricting vacations to designated times.

TARDY POLICY

Tardiness is defined as entering a classroom without a pass from a faculty/staff member after the bell, up through the first 6 minutes of class. Tardies are monitored and consequences issued by teachers in support of the policy.

The purpose of the GP South HS tardy policy is to promote student responsibility. In addition to the definition above, tardiness includes any unexcused appearance of a student beyond the scheduled time that a class or activity begins in that room. Excessive tardiness is a problem that may lead to appropriate interventions and/or consequences to correct the behavior. Every student tardy will be documented in attendance and monitored. To improve the use of class time and to encourage students to accept responsibility, the following tardy policy will be enforced:

1. Tardy to School:

When a student arrives at school after the start of the school day, he/she will be required to sign-in at the Attendance Office, get a pass to enter class, and report directly to class. Students who are late by more than 6 min. will be issued an after school detention from the Attendance Office. Failure to comply will be classified as truancy.

2. + 6 min. Tardy

Per board policy, tardies over 6 minutes are considered unexcused absences. Students may lose class credit at four unexcused absences. At all times, unless a student has permission, he/she must be in their assigned class.

3. Tardy to Class:

Students who are tardy to class (6 minutes or less) and do not have a pass will speak with the classroom teacher and fill out a tardy slip. Students will begin to receive copies of the tardy slip and a consequence after their 3rd tardy per class.

TARDY per class	Action/Intervention	Consequence
#1 - 2	Teacher conference	Warning. Teacher will discuss the importance of being on time and re-teach expectation.
#3	Teacher conference	Expectation reviewed. Student signs tardy slip and is provided a <u>gold copy</u> . Student assigned a 30 min detention . Parents contacted with date of detention.
#4	Teacher conference	Expectation reviewed. Student signs tardy slip and provided a <u>pink copy</u> . Student serves 1 hour detention . Parents contacted with date of detention.
#5	Teacher conference and referral to Administration	Expectation reviewed. Student signs tardy slip and provided a <u>yellow copy</u> . Student conference with administrator and parent contact. Administrator assigns student to Saturday School .
#6 +	Teacher conference and referral to Administration	Student conference with administrator. Parents contacted. Additional loss of privileges and consequences , as deemed appropriate by administration.

***Failure to attend detention will result in a loss of privilege, such as a week of closed campus lunch.**

6+ min TARDY	Action/Intervention	Consequence
First Offense	Teacher conference	30 min detention issued by Attendance Office.
Second Offense	Teacher conference	One hour detention Issued by Attendance office.
Third Offense	Teacher conference; Conference with Assistant Principal	Saturday School Issued by Administration. Parent contact. Attendance contract/intervention plan created.
Fourth Offense	Teacher conference; Conference with Assistant Principal and Parent	Saturday School Issued by administration. Parents contacted. Possible loss of class credit and loss of privileges.

BEHAVIOR EXPECTATIONS & CODE OF CONDUCT

THIS SCHOOL IS UNDER SURVEILLANCE

CODE OF CONDUCT

Follow this link for the full [Student Code of Conduct](#) on the Grosse Pointe Public School System website.

PURPOSE OF THE CODE

The mission of the Grosse Pointe School System, in partnership with parents and community, includes ensuring that each student is challenged to fully develop individual abilities, skills and character to succeed in life. In addition, the vision of the district includes the creation of a school environment that cultivates the development of knowledgeable, responsible and caring citizens. To create and maintain such a school environment, respect for the rights of others, consideration of their privileges and cooperative citizenship shall be expected of all members of the school community. Students are expected to show respect for real and personal property, pride in their work, attain high achievement within the range of their ability, and demonstrate exemplary personal standards of courtesy, decency and honesty.

The Code of Conduct identifies standards of conduct needed to support the educational objectives of the School System and to protect each student's right to a safe, orderly, and productive learning environment. While reasonable rules and regulations regarding behavior are necessary for a safe and orderly school environment, the district affirms its commitment to support the efforts of all students to manage their own behavior. Support for students may be demonstrated in a variety of ways, including the following examples:

- A. School practices and policies that promote appropriate school behavior and respectful learning environments
- B. Communication of student behavioral expectations to parents
- C. Communication of clearly stated expectations for student behavior to students
- D. Teachers using effective instructional and classroom management strategies
- E. Appropriate consequences for unacceptable behaviors
- F. Interventions and alternatives to exclusion from school whose purpose is to prevent the reoccurrence of inappropriate behavior. A sampling of alternatives to exclusion is listed elsewhere in this document.
- G. Specialized, intensive and individualized interventions for students whose pattern of unacceptable behavior warrants it.

When a student violates the expected standards of behavior, it is important that the district respond in a manner that restores the conditions that promote learning for all students while at the same time allowing the disciplined student to meet his/her learning obligations. The district should provide interventions and/or alternatives that are appropriate to the offense and proportional in degree, consistent with current law, normally progressive in nature, and constructive and limited to that which is reasonably necessary to promote the district's educational objectives.

The Board believes that the Code of Conduct must provide a clearly defined opportunity for a student who stands accused of unacceptable conduct to a fair appeal process and allow opportunity for the student's learning to continue.

EXTRACURRICULAR HANDBOOK AND CODE OF CONDUCT

Follow this link [Extracurricular Code of Conduct](#) for the full Extracurricular Code of Conduct on the Grosse Pointe Public School System website.

The Grosse Pointe Public School System's Extracurricular Code of Conduct identifies the purpose of extracurricular activities, defines eligibility, explains attendance procedures, and identifies behavior expectations and disciplinary consequences for all participants.

Participation in extracurricular activities in the Grosse Pointe Public Schools System (GPPSS) is considered an honor and a privilege that entails a commitment by a student to an individual school, the District and the community. The Extracurricular Code of Conduct is in effect from the first day a student joins a GPPSS extracurricular activity. The Code remains in effect 24 hours a day, 365 days a year (regardless of time of day, week, month, or year, location of events / place of events, and/or particular sport season) until completion of a student's participation in extracurricular activities.

The Grosse Pointe Public Schools System Extracurricular Code of Conduct has been developed to provide a common set of rules for all students participating in athletics and extracurricular activities. The Extracurricular Code of Conduct deals with specific violations that apply within every program; however, the code is not intended to be all-inclusive. If an infraction occurs that is not included in the code, the coach or advisor has the authority to determine the consequence.

All Grosse Pointe students are governed by the Student Code of Conduct. In addition, students who participate in extracurricular activities may be further governed when applicable by the rules and regulations of the Michigan High School Athletic Association (MHSAA), National Federation, league rules and specific team/activity rules. For complete rules pertaining to athletics visit www.mhsaa.com.

Purpose:

GPPSS believes that a dynamic program of student activities is vital to the educational development of the student.

Extracurricular activities play an important part in the life of our students. Young people learn a great deal from their participation in extracurricular activities. Lessons in sportsmanship, teamwork, competition and how to win and lose gracefully are an integral part of each team in our extracurricular program. Extracurricular activities also help the individual student develop a healthy self-concept as well as a healthy body. Competition adds to our school spirit and helps all students - spectators, as well as participants, develop pride in his or her school.

The major objective of the GPPSS extracurricular program is to provide wholesome opportunities for students to develop favorable habits and attitudes of social and group living. Leadership should be of the highest quality so as to exemplify the desired type of behavior to be developed from the extracurricular program. Measurement of leadership success should not be in terms of the tangible evidence of the victory and defeat record, but rather in the intangible personality development factors that are an outgrowth of the major objectives of the extracurricular program.

The extracurricular program offerings should always be in conformity with the general objectives of the school. At no time should the program place the total educational curriculum secondary in emphasis; the program should constantly strive for the development of well-rounded individuals, capable of taking their place in society. The District believes that the opportunity for participation in a wide variety of student-selected activities is a vital part of the student's educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to the student body, to the community and to the student themselves.

CLASSROOM EXPECTATIONS

We are Respectful, we are Responsible and we are Safe.

Developing our students' sense of respect, responsibility, honesty, kindness, perseverance, courage and tolerance for others will provide them with the tools necessary to be successful outside of the classroom and in life. PBIS character development allows us, as a collective community, to define and maintain a positive school culture.

DESCRIPTORS

Be Respectful:

1. **Participate Actively:** Stay engaged - be an active participant in all classroom activities. Allow others to speak while remaining attentive. Students who are engaged are not distracted by their cell phones, earbuds and other non-class materials.
2. **Value the Opinion of Others:** Understand and accept alternative perspectives. This helps us view ideas through the eyes of our peers, which builds our tolerance and empathy. It also allows us to gain a better understanding of classroom topics and our curriculum.
3. **Use Positive and Supportive Language:** Use respectful forms of communication with teachers and classmates. Keep a positive intent when listening to others and their viewpoints. Appreciate the efforts of others, acknowledge their successes, and encourage them in their pursuits.
4. **Use Classroom Materials Appropriately:** Use materials for their intended purposes and keep them clean and in good shape.

BE RESPONSIBLE:

1. **Meet Individual Class Expectations:** Have required materials for each class.
2. **Arrive On Time:** Be in your seat and prepared to learn when the bell rings. Set
3. **Be Motivated:** Be awake, alert and prepared to learn. Take advantage of the many resources available. Speak up and advocate for yourself when you need clarification or support from a teacher or peer.
4. **Be Resourceful:** Use resources to promote academic success - Teachers, counselors, peers, NHS tutors, Library databases, staff websites/calendars, texts, notes, parents and/or outside resource materials

BE SAFE:

1. **Use Self Control:** Think before you speak or act. Respect others and their belongings; refrain from comments or actions that may incite fear, anger, intimidate others or discomfort others.
2. **Follow Emergency Procedures:** Know all emergency procedures for each class. To ensure safety in an emergency situation, adhere to all teacher directions. Do you know the procedure for each of the following?:
 - A. Fire drill;
 - B. Severe weather – shelter in place;
 - C. Lockdown – take cover;
 - D. Lockdown – shelter in place; and
 - E. Building evacuation
3. **Value Personal Space:** Keep hands and feet to yourself and engage with others in a safe manner.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Grosse Pointe Public School System (GPPSS) provides a wide variety of technology to its students and staff for educational purposes and research. This technology includes but is not limited to computers, a network, presentation tools, Internet access and electronic mail (e-mail) accounts. In order to access and use this technology, students and parents must read and agree to the following Acceptable Use Policy.

GPPSS provides access to the World Wide Web (Internet) for all students. Internet access is monitored by staff and is filtered to block inappropriate information from reaching the GPPSS network and its student users. However, no filtering system is failsafe and it is technologically impossible to block everything that should be blocked. GPPSS believes that the value of using the Internet for education strongly outweighs the possibility that students may obtain material that is not appropriate for the educational setting. GPPSS educates its students about proper Internet safety precautions and etiquette. However, it is the responsibility of the student to refrain from trying to access inappropriate information and to follow the guidelines set forth in the Acceptable Use Policy. The extent of access varies depending on the grade-level and abilities of the student and specific needs of a class.

Access to and use of technology is a privilege, and is subject to all rules and regulations found in the Student Code of Conduct. Use of technology is considered an extension of a student's presence in school. Students that abuse technology or violate the terms of the Acceptable Use Policy are subject to loss of access to technology and other disciplinary action in accordance with the Student Code of Conduct. Abuse or intentional disruption of technology services is considered a disruption of the educational process. Demonstrated intent to violate the Acceptable Use Policy is treated as an actual violation thereof.

GPPSS makes no warranties of any kind, whether expressed or implied, for the services it is providing. The District will not be responsible for damages such as loss of data or service interruptions, or for the accuracy or quality of information obtained through Internet resources. This policy is subject to change or modification and all students will be informed when this occurs.

General Policies

1. GPPSS technology is to be used for educational purposes only. Use of technology for private or personal purposes is expressly prohibited. Student may be liable for expenses incurred by using technology for private, personal or illegal purposes.
2. Storage and bandwidth usage quotas will be established by GPPSS. Only school-related files are to be uploaded to or stored on the GPPSS network.
3. All communications with persons outside the GPPSS network must be reported to your teacher in advance and is subject to monitoring.
4. Report any threatening or unwelcome communications, internal or external to your teacher or administrator immediately.
5. There is no expectation of privacy when using the District's technology. Students' browsing history, e-mail accounts, storage space and access records can be reviewed by the appropriate GPPSS staff at any time.

6. External storage space or personal technology (hard-wired or wireless) connected to GPPSS technology or its network is considered a part of the GPPSS network and is subject to the Acceptable Use Policy. This includes the District's right to review any and all material on its network. External storage or personal technology previously connected to the GPPSS network or its technology falls under this guideline. External storage includes but is not limited to flash drives, CDs, DVDs and external hard drives. Personal technology included but is not limited to laptops, net books, cell phones, personal data assistants and handheld computers.
7. If a student identifies a security issue, he or she shall inform a teacher or administrator immediately.
8. Never share your password with anyone. It is prohibited to allow another person to access the GPPSS network with your log-in and password.
9. It is prohibited to access the GPPSS network using the log-in and password of another student.
10. Students will not download and/or install any software, malicious or harmless, on any district computer under any circumstances.
11. GPPSS will cooperate fully with authorities investigating criminal activity conducted with GPPSS technology.

Care and Use of Equipment

1. Students will not tamper with or in any way alter the physical or virtual setup of any technology unless expressly directed to do so under direct supervision by a staff member.
2. Any vandalism will result in disciplinary action including but not limited to loss of all privileges for use of technology. Vandalism is any attempt to physically or virtually disable or damage technology, including hardware and software.

Internet Access

1. Students will only use the Internet for purposes consistent with the educational process. Educational appropriateness of materials will be determined by staff as it relates to the given class in which those materials are being used and accessed.
2. Students shall not intentionally seek obscene, vulgar or otherwise inappropriate material. Student are expected to use good judgment and report any infractions to a teacher or administrator.
3. No person shall attempt to circumvent filtering technology established by GPPSS.
4. Use appropriate language when on the Internet. Students are representatives of GPPSS when using the Internet for learning and are expected to behave in a manner consistent with that representation. Never use vulgarities or otherwise inappropriate language. Never engage in threatening, disparaging or bullying behavior.
5. Students will keep personal information private. Do not reveal your home address, phone number or those of others under any circumstances. When using external web-based resources that require registration, only give information that is required and ensure that the privacy settings of the external resource are set to minimize the information available to other students.

6. Respect copyrights and fair usage when using material obtained on-line. Cite sources and give credit every time. Do not use technology to plagiarize any materials.
7. GPPSS is not responsible for financial or obligations resulting from unauthorized use of its technology.

E-mail

1. Students that are provided with a district e-mail account shall use that account only for purposes consistent with the educational process.
2. When accessing GPPSS or external (personal) e-mail accounts, the Acceptable Use Policy is still in effect.
3. Never reveal personal information in e-mails.
4. Use appropriate language. Students are representatives of GPPSS when using e-mail for learning and are expected to behave in a manner consistent with that representation. Never use vulgarities or otherwise inappropriate language. Never engage in threatening, disparaging or bullying behavior.
5. Never open attachments unless you are sure of their origin. If you are unsure, ask your teacher or technology staff for assistance.
6. Any e-mail and its associated attachments sent or received via the GPPSS network are subject to review by appropriate district personnel account and are subject to the Acceptable Use Policy.
7. If you inadvertently receive inappropriate material, report it immediately to your teacher or an administrator.

STUDENT PLEDGE OF ACADEMIC INTEGRITY

The Grosse Pointe Public School System

Students in The Grosse Pointe Public School System sign a pledge of academic integrity confirming that the assignments they submit are their own creation. The Pledge certifies that if research is included in a student's submitted assignment, phrases, sentences, paragraphs, verses, charts, tables, graphics, etc. that are taken from another writer or another source, whether quoted or paraphrased, are properly credited to the creator following documentation rules in the "Grosse Pointe Guide to Communication." (online)

TO PLAGIARIZE

- to use and attempt to pass off as one's own, the ideas or writings of another
- to appropriate for use as one's own, passages or ideas from another
- to plagiarize the ideas or words of another

Plagiarism is inappropriate, **never** acceptable, and always a very serious academic offense.

If you ever have any doubt about the integrity of your completed assignment or the correctness of your documentation of sources, ask your teacher before submitting the work.

IMPORTANT: Plagiarizing another student's written work is as unacceptable as plagiarizing a professional writer's work. Likewise, having someone else write your assignment, in full or in part, for a fee or at no charge, is also defined as plagiarism and is subject to the same serious penalties.

According to the Grosse Pointe Public School System Student Code of Conduct, the penalty for plagiarism is loss of credit for the assignment, possible temporary separation from school and, depending on the seriousness of the case, an additional academic penalty up and including potential loss of credit for the quarter. The penalty will be determined by school administration in consultation with the student and the teacher. Community service may also be required.

I understand the concept of academic integrity and the penalties I will suffer if I violate the Grosse Pointe Public School System Student Code of Conduct. I hereby pledge that the written work I submit is my own creation and that all inclusions in it from other writers or sources are properly documented.

Student's Printed Name

Course Title

Date

Student Signature

Parent Signature

As a sign of my understanding of academic integrity and a certification of the fact that I have followed the rules of documentation, I include this statement on written assignments as directed by my teacher:

The work I am submitting is my own creation. I have followed the "Grosse Pointe Guide to Communication" in properly documenting all material included in my work that was written/produced by someone else.

Signed:

Date:

NOTE: Plagiarism may impact one's eligibility to qualify for the National Honor Society.

HIGH SCHOOL OPERATIONS

ADVERTISING IN SCHOOLS

- No political advertisements may be displayed in or on School System facilities.
- No commercial advertisements may be displayed in or on School System facilities without the prior approval of the Superintendent or the Superintendent's Designee. Any commercial advertising that involves a written contract requires school board approval.
- However, commercial and political advertisements may be displayed for instructional purposes only, and in a manner not disruptive to the educational environment.
- The placement within school buildings of informational material regarding activities of interest to students in the School System shall be governed by Policy EGA.
- Upon application to and approval of the Superintendent or the Superintendent's Designee, the advertising of non-commercial, non-political, community-related events may take place in specially designated locations on School System property.
- Advertising in student or school-sponsored publications or in conjunction with school-sponsored events may promote products by brand name according to rules and regulations developed by the Superintendent. Such advertising may not promote controlled substances, drug paraphernalia, pornography, or any other items or services that would be dangerous or inappropriate for students.

ALCOHOL/DRUG ABUSE

Date of Adoption: August 14, 1995

The Grosse Pointe Board of Education recognizes the serious societal problem of alcohol/drug abuse and dependency and also recognizes that the dependency state of chemical use is a primary illness. Chemical misuse, abuse or dependency seriously impedes the health, safety, well-being and welfare of students and employees. The Board of Education further recognizes the special needs of those living with a chemically dependent person.

The Grosse Pointe Board of Education recognizes its responsibility to provide a healthy, supportive, and safe school atmosphere. For this purpose, it has approved and supports a master plan for alcohol and drug free environment for students, employees and volunteers. The use or possession of alcohol and other drugs, chemicals, or paraphernalia undermines that atmosphere and interferes with the educational process. Recognizing its responsibility, the Grosse Pointe Board of Education believes that prevention through education and supportive intervention are appropriate objectives for the school system.

Intervention will include comprehensive student and employee assistance programs as well as educational programs for the entire school community. Substance abuse curricula will be taught on a regular basis to all age groups, K-12. Staff and parents shall be educated not only of the preventative aspects, but also on identification of and intervention in the addiction process.

The Grosse Pointe Board of Education recognizes that the misuse/abuse of alcohol/drugs and other chemicals is a violation of student standards of conduct. The Board of Education will not condone use of alcohol or other drugs or chemicals by students. It is the expectation of the Board of Education that those violating these standards will be treated in accordance with the district regulations.

Further, the Grosse Pointe Board of Education understands that making a determination that a student has used alcohol is sometimes difficult without some objective criteria short of a urine and/or blood test. In those cases, administrators are authorized to use an alcohol detection device in order to make that determination. Administrative regulations to implement this policy follow. The Board expects that the policy and regulations will be communicated to students and parents each year.

ALCOHOL USE AND THE USE OF DETECTION DEVICES

An alcohol detection device is a device that can give an objective determination of whether someone has consumed alcohol. It is our intent to use the alcohol detection device only as a determinant of such. If an administrator feels that there is reasonable suspicion that a student is under the influence of alcohol, the procedure below will be followed:

- The student will be removed from the class/activity and interviewed by an administrator in the presence of at least one other adult in a private setting regarding the suspicion of alcohol consumption. If the student denies having consumed alcohol, he/she can choose to have a test. If the test is positive, the student's parent will be called and appropriate consequences from the Student Code of Conduct will follow.
- If the student chooses not to take the test, the parents will be called and, in the presence of the parent, the student will be given another opportunity to take the test.
- If the student still chooses not to use the alcohol detection device and the parent supports that decision, a determination will be made by the administrator as to whether or not the student has consumed alcohol prior to or during the class/school sponsored activity, based on those objective facts which are available to the administrator. If the administrator determines that the student has consumed alcohol, the student will be sent home with the parent and the appropriate consequences will follow from the Student Code of Conduct.

ANNUAL NOTIFICATIONS

State law now requires The Grosse Pointe Public School System to send the Michigan Department of Education, online, personally identifiable information about each of our students including name, address, telephone number, date of birth, grade level, teachers (K-3), attendance record, and certain disciplinary records.

The Michigan Department of Education is compiling this information into a single state data base in order to better evaluate and audit state and/or federally funded programs, enforce federal regulations, and measure public school performance. To protect privacy, the Department may not disclose confidential student information to other persons except for strictly approved research purposes.

Parent And Student Rights Related To School Records

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, eligible persons, i.e. students eighteen years of age or older or the parents or guardians of students under the age of eighteen, have the right to examine the official records of the school district which are directly related to that student, Specifically this Act mandates the following:

1. The right to have no records released to non-eligible agencies, institutions, or persons without prior consent.
2. The right to be informed of the release of records to all eligible agencies, institutions, or persons.
3. The right to challenge at any time the accuracy and fairness of student records.
4. The right of due process in matters related to student records.

Information concerning these rights is available in the Student Records Policy (Policy JR) and accompanying GPPSS Administrative Regulations.

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Specifically, this Act mandates the following additional rights:

1. The right to have no records released to non-eligible agencies, institutions, or persons without prior consent.
2. The right to be informed of the release of records to all eligible agencies, institutions, or persons.
3. The right to challenge at any time the accuracy and fairness of student records.
4. The right of due process in matters related to student records.

The Family Privacy Act

In accordance with the provisions of the Family Privacy Act of 1974, The Grosse Pointe Public School System is required to give public notice of the type of information related to students that it considers directory information: and thus available to the general public. Directory information includes the following data about the student: Name, address, telephone number, picture, parent or guardian, date and place of birth, major field of study, weight, height, participation in and eligibility for officially recognized activities and sports, dates of attendance or grade placement, honors and awards received, and the most recent educational agency or school attended by the students. It is also possible that photographs or videotape of students may be broadcast or released to newspapers, web site, and other media sources in connection with school activities, awards, and honors. In addition, two federal laws required local educational agencies (LEA) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If students or parents do not want to have directory information, photographs, or videotaped pictures made available to the public, with the exception of random group pictures such as at a sporting event from which it would be difficult to exclude specific pictures, they may have the directory information and photographs excluded by sending a notice to the Department of Support Services, The Grosse Pointe Public School System, 389 St. Clair, Grosse Pointe, MI 48230.

COLLEGE RESOURCE CENTER

The College Resource Center is located in the Library of the "S" building. The CRC is open daily each morning to aid students with career research and assist with the college application process. Materials for Colleges, Universities, Careers, Scholarships, Summer Programs and Testing are available to check out for home use. Students are encouraged to utilize the CRC for help with and use of "Naviance". This is a computer program which can be another source for college and career information. Counselors often refer students to the CRC to obtain brochures and informational packets from our extensive collection from colleges and universities throughout the United States and Canada. All college applications are reported to the CRC personnel who are willing to assist students needing help matching their "Common Application" account with "Naviance". The College Resource Center webpage is a great reference tool where students of all grades can check which college representatives are expected to visit Grosse Pointe South, view over 40 pages of scholarship opportunities, check out an extensive list of summer programs in the United States and abroad. The College Resource Center is a great service and highly recommend. Please take time to peruse the College Resource Center site at <http://gpschools.schoolwires.net/southcrc>.

DANCES

All in-school dances are scheduled for three hours. Doors to the dance close one (1) hour after the scheduled start time and do not re-open until 30 minutes prior to the scheduled end time. All dance times are posted prior to the dance. School sponsored dances are subject to the school's code of conduct, including the dress code and use of illegal substances. If a student is found to be dressed inappropriately, a change of clothing will be expected. If a student is found to be under the influence of illegal substances, the consequence will be a five-day or more suspension from school and all school related activities, along with exclusion from all dances for one calendar year.

DRESS CODE

The Grosse Pointe Public Schools dress code is in place to support a positive, safe, and respectful learning environment for all students.

The Grosse Pointe Public Schools dress code allows for comfort, individuality and choice as long as such clothing and manner of dress does not interfere with and/or disrupt the educational process, endanger health and safety or violate the student code of conduct.

We want students to take pride in their appearance, pride in their performance and pride in their school. Students should dress and groom in a manner which demonstrates respect for themselves and others. It is the responsibility of parents/guardians and students to see that school dress is appropriate and not disruptive to the educational process. The district does, however, set certain limitations which reflect appropriate attire for a school/business setting.

Building administration will exercise sound judgement when working with students, parents/guardians to ensure the dress code is enforced per the district code of conduct while treating students with dignity. The district reserves the right to revise dress code guidelines throughout the year, as deemed appropriate.

- Students should come to school prepared to go outside each day, even in the winter
- Clothing should not contain pictures, graphics, or language which are inappropriate for the school environment per the student code of conduct
- Students are expected to wear clothing that does not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other marginalized group per district policy **5517 - ANTI-HARASSMENT**
- Students are expected to remove caps, hats and hoods in the building (religious or health-related headwear excluded)
- Students are expected to wear clothing that adequately covers the chest, back and mid-section
- Students are expected to wear clothing that is non-transparent
- All tops must have sleeves or straps. Straps must fit sufficiently so they do not fall off shoulders
- Clothing must cover undergarments (bra straps excluded)
- Shorts worn to school must cover undergarments, have an inseam and adequately cover a portion of the thigh at all times
- Skirts and dresses worn to school must cover undergarments and adequately cover a portion of the thigh at all times
- Students are expected to wear shoes that enable them to safely participate in all school activities (Flip flops and other shoes without a strap on the heel are only allowed at the middle and high school levels)

- Specialized courses/activities (physical education, science labs, industrial technology etc.) may require specialized attire, such as athletic wear or safety gear

EMERGENCY PROCEDURES

An emergency condition occurring during the school day will be handled by following established procedures. If additional information is available, it will be given over the public address system. Emergency conditions that occur when school is not in session, and which affect school opening/closing, will be announced over local radio and TV stations.

Crisis/Lock Down Drills

Each year, schools are required by law to conduct three (3) practice crisis/lock down drills. A public address announcement will be made in the event of an intruder or crisis in the building. Students are to remain in assigned rooms and move with class to a position not visible from the hallway with locked classroom door; lights off and to keep quiet waiting for further directions.

Emergency Student/Faculty Housing Plan

An emergency plan to house students and faculty will be placed in effect if South High School were required to be evacuated for a lengthy period of time due to an unsafe condition. Grosse Pointe War Memorial and Grosse Pointe Memorial Church has offered its facilities for this purpose. Below are procedures to be followed in the event of such a disaster:

1. Fire drill alarm would be sounded or an announcement would be made over the PA system.
2. Within a short period of time, a decision would be made by the building principal to:
 - a) return to classrooms,
 - b) relocate students and personnel to Grosse Pointe War Memorial, or
 - c) cancel school and send students home

Emergency Procedures - Fire

Each year, schools are required by the law of the State of Michigan to conduct five (5) practice fire drills. A fire alarm will sound indicating a fire drill has been called. Students evacuate the building via assigned stairways and exits. After a brief period, a bell sounds to end the fire drill

Emergency Procedures - Severe Weather/Tornado Drill

Each fall and/or spring, South High School conducts two (2) or more disaster drills for purposes of taking cover during potential disasters; e.g., tornado warnings, severe weather conditions. Each classroom is assigned to a particular area of the building. A public address announcement signal the start of a disaster drill. Students and school personnel seek cover at the lowest level possible in each building (assigned stations). After a reasonable length of time, students will be dismissed to their classes.

EXAMS

Mid-Year And Final Assessments

- A final assessment shall be administered at the end of the semester. Teachers shall convene all classes for full, scheduled periods during final assessments. A final assessment may consist of a comprehensive test, project, paper, speech, or other appropriate demonstration of course mastery. Projects, papers, speeches, or take-home assessments should be assigned sufficiently far in advance of the assessment period so that they will not require a disproportionate amount of student preparation time during the

assessment period, relative to time needed to study for other final assessments.

- Information regarding final assessments/examinations will be published in a separate bulletin to students and parents well in advance of assessment time.
- On the rare occasion that a student cannot take the assessment at the assigned time, a written request by the parent identifying the specific situation which includes: dates, specific events, and students' responsibilities at the events should be sent to the principal. In conjunction with the teachers involved, the principal will determine whether a final assessment can be administered at an alternate time.

IT IS IMPORTANT TO NOTE THAT REASONABLE REQUESTS DO NOT INCLUDE FAMILY VACATIONS.

Test-Out And Test For Credit Provisions

Michigan law provides for "test out" and "test for credit" options as part of the Michigan Merit Curriculum. Students who apply for test out or test for credit must meet district timelines and requirements associated with these assessments. These opportunities apply only to courses that can be used for credit under the times designated by the school administration and published in the Student Handbook. Arrangements to attempt test out or test for credit shall be made through the counseling office.

Testing Out (while NOT enrolled in the course)

When not enrolled in a course that is identified as part of the Michigan Merit Curriculum a student may apply to test out of the course. Credit will be granted if the student attains a grade of not less than C+ on the final exam in the course, or if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project or other established means. Successful completion of a test out will result in the student earning credit, but not a grade, on his/her transcript.

Test for Credit (while enrolled in the course)

When enrolled in the course a student may apply to test for credit. Credit will be granted on a pass or fail basis if the student attains a grade of not less than C+ on an exam or series of exams used for assessment which the district has determined measure a student's proficiency in meeting the Michigan Merit course/content expectations. See link at <https://tinyurl.com/yy4a64pu> for State of Michigan requirements.

FEES, TEXTBOOKS, INSTRUCTIONAL SUPPLIES

The Grosse Pointe Public School System provides all educational textbooks, supplies, and services with the exceptions of those listed below.

While there is no charge for class materials, a student is expected to replace such materials if lost or damaged. In accordance with State guidelines, students rent or pay for the following items:

1. Class or organizational dues.
2. Admissions fees to extracurricular activities.
3. Student athletic passes on a voluntary basis.
4. Fees for external tests, such as college entrance examinations.
5. Club dues.
6. Lunch.
7. Yearbooks.
8. Shoes for participation in interscholastic athletics.
9. Gym shoes and gym suits and all other items of personal wearing apparel.

10. School sponsored education trips, unless such trips are a requirement of the course.
11. Summer school courses.
12. Graduation caps and gowns (rental).
13. Insurance fees for interscholastic athletics consistent with present statutes.
14. School publications.
15. Such medical certificates required by statute to indicate the immunization and tuberculin status for children entering a Michigan school for the first time. In previous years, the school system has required pupil physical examinations at the elementary, middle and senior high school level. Although a continuation of this policy is desirable and recommended, the examination is no longer required. However, it shall continue to be the policy of the school system to require evidence of a physical examination prior to participation in interscholastic athletics.
16. Parking Permit

FIELD TRIPS (IFCB-R)

All field trips and excursions are regarded as school activities, and are therefore governed by board policies and regulations pertaining to school activities. Students are subject to all provisions of the student code of conduct while on field trips and excursions. Adult supervisors and other participants are likewise subject to policies and regulations which pertain to school events, including, without limitation, policies and regulations barring smoking, consumption of alcoholic beverages, or possession of weapons on school premises, in school-related vehicles, and/or at school.

ID CARDS

Every student at South will be issued an ID card. ID cards are needed for testing, for admittance to school functions, and library usage. If lost, there will be a replacement fee of \$1.00.

IMMUNIZATION

State Law and the Wayne County Immunization Code prohibit a principal or teacher from admitting children to school without the required immunizations. All health records will be reviewed upon entering high school and those students whose records are not up to date will be notified and will face possible exclusion.

INSURANCE

An accident insurance policy is offered to the students at the beginning of the school year at nominal premium. The insurance is not compulsory, but students who do not have the policy must assume the responsibility for all medical expenses which occur as a result of a school injury. Students must report all injuries immediately to the teacher, the coach, or at the school office. All students taking part in the extracurricular athletic program are encouraged to purchase school insurance.

The applications for insurance are available in the Athletic Office at the beginning of the school year. Completed applications and premiums are to be returned to the principal's office. In case of injury, claims for insurance and procedures for filing a claim are available in the office.

LIBRARY MEDIA CENTER

The Library Media Center is located on the first floor of the "S" Building. The library opens daily at 7:05 a.m. When closed for testing, Lab 254 is available for computer access. The library closes at 4:00 p.m. on Tuesdays, Wednesdays and Thursdays with free National Honors Society tutoring available. We are closed on Mondays and Fridays after-school.

Students are also welcome without a pass during lunch to work independently at the tables or on the computers when space is available. Students wanting to spend their tutorial hour in the library must sign up for a pass before the first morning bell in the morning or obtain a pass after-school the day before. Books are checked out two weeks at a time and are assessed a \$.05 cent fine each day late. Student library accounts are linked to the public library as we are a cooperative. All students must clear all outstanding fines their senior year in order to receive their cap and gown.

LOST AND FOUND

All lost and found articles should be turned in to the Counseling Office. They will be returned to owners after being properly identified.

LUNCH

Students may purchase a lunch from the cafeteria, bring lunch from home, or leave campus for lunch. During the early fall and late spring, students may eat their lunches in designated areas on the front lawn. At other times lunches are to be eaten in the cafeteria or student commons. When students leave the campus during the lunch period, they are expected to respect the rights of area property owners and should not litter or loiter in residential or business areas. Since lunch is only 36 minutes in length, many students who go out to lunch have difficulty in making it back to their fourth or fifth period class on time or at all. These absences are treated like any other unexcused absence, with the potential for receiving an attendance R or revocation of the 'S' lot parking permit if one was assigned.

FIRST LUNCH – Main Bldg. – Main Bldg. 1st floor, all of “S” Bldg.

Late Start Monday: 11:08 A.M TO 11:46 A.M.

Regular Days: 10:44 A.M. TO 11:22 A.M.

SECOND LUNCH – Main Bldg. –2nd & 4th floor, all of IA Bldg.

Late Start Monday: 12:00 P.M. TO 12:38 P.M.

Regular Days: 11:42 A.M. 12:20 P.M.

In May 1988, the Grosse Pointe Board of Education approved an open lunch campus - 4th period lunch at both high schools, with the understanding that open campus lunch is a special privilege and a program which will be continuously reviewed by the administration and the Student Association. Parents have the option of requesting that their sons or daughters be excluded from fourth hour lunch open campus privilege.

MEDICATIONS

Annual written permission must be received for a student to carry and self-medicate. A parent and physician must sign the medical form, found at www.gpschools.org and turned in to the District Office. "Medication" includes prescription, non-prescription and herbal medications, and include those taken by mouth, inhaler, injection, topical ointments, or drops. Medication must be in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the pupil's name, the name of the medication, the dosage, and the frequency of administration. Board Policy 5330 allows students to carry and self-medicate as long as the doctor indicates that on the form. For more details on this policy, visit www.gpschools.org and under the School Board dropdown, click policy.

MESSAGES

Messages for students will be taken or delivered only in case of emergency. Please do not ask to have classes interrupted for such messages as reminders of after-school appointments or requests from friends to borrow materials. In general, messages will be considered emergencies only when they come from parents **who absolutely must reach the student.**

PARKING

Because of limited parking lot facilities, S-lot parking is a privilege granted only to senior drivers, by lottery. The following guidelines have been developed for the proper usage of the parking facility:

1. Courtesy, respect and cooperation must be demonstrated to parking lot attendants.
2. All automobiles parked in South High's S-Lot must be registered with the school and must display a current parking permit. The cost of an Individual Parking Permit is \$50.00 per semester.
3. Most Seniors who submit an application will receive a permit for one semester.
 - a) Selling or giving parking sticker to another student results in loss of on-campus parking privileges.
 - b) Selling or giving stickers lost or stolen must be reported immediately to office.
 - c) Replacement of sticker will be subject to decision of Assistant-Principal-Administrative Services.
 - d) One sticker per student.
4. An Individual Parking Permit is a decal that must be affixed to the lower left corner of windshield (driver's side). Decals not fastened directly to the windshield are invalid, and will be confiscated and parking privileges will be revoked. Decals may not be moved from one car to another without prior registration of new car. Failure to do so will result in loss of parking privileges.
5. If a parking permit is lost or stolen, the Office of Assistant Principal – Administrative Services must be immediately notified and a new permit will be issued for a replacement fee of \$5.00. One sticker per student allowed.
6. Students must not loiter in their cars at any time. Students may not go to their cars during school time without written permission from a school administrator. Students may go to their cars at lunchtime but may not eat their lunches in their cars while they are on the school grounds. Violation of this regulation will result in revocation of parking privileges of the student whose car is involved.
7. Student vehicles may be subject to search if there is "reasonable suspicion" that weapons, drugs, alcohol, stolen property or other contraband are present in the vehicle. If any of these items are found, there will be a loss of parking privileges.
8. There will be no parking on grassy areas of the school grounds. Students are to park cars in approved parking spaces only. Cars parked otherwise will be ticketed and/or towed.
9. Students park their cars on school grounds at their own risk. The school will not be responsible for vandalism, damage, or theft.
10. A speed limit of 5 miles per hour must be observed in the parking areas. Speeding and/or reckless driving will result in loss of parking privileges.

11. If a student's attendance is affected (absences or tardies) in their first hour class or their fourth- or fifth-hour class because of the use of their automobile, their parking privileges can be either suspended or revoked.
12. If littering becomes a problem in the student parking lot, the lot may be closed for a period of time.

PERSONAL COMMUNICATION DEVICES

A student may have a cellular telephone and / or most other electronic communication devices on school premises. During all times when its use is not permitted, an ECD's power, including its ring and vibrate functions, must be completely turned off, telephone calls may not be made or answered, and electronic communications or exchanges of information may not occur. Classroom teachers may, in their discretion, prohibit or allow the possession and use of electronic communication devices in their classrooms in particular circumstances.

Use of ECDs is allowed in high schools at such times and in areas designated by the building principal. Use of electronic communication devices during before-school or after-school activities is at the discretion of the coach, director, or other adult in charge.

Use of video, audio or photographic functions found on many ECDs to record is permitted only when the permission of those being recorded is obtained before the recording takes place and is consistent with provisions in the Student Code of Conduct. Use of video, audio or photographic functions to record in places where there is an expectation of personal privacy is prohibited. Additional information about restrictions on recording may be found in Policy 9160 - Public Attendance at School Events.

The district is not responsible for the loss, theft, damage or vandalism to student ECD's as well as other student property. Students and parents are strongly encouraged to ensure that if students have ECDs in their possession, they should not leave them unattended or unsecured.

Pursuant to state law, a student may not possess on school premises during the school day any electronic paging device without the express written permission of a school administrator following a parent's written request (or the student's request if over eighteen (18)) that is based on the student's health or other unusual reasons.

Using an electronic communication device in an unauthorized manner or in violation of the student code of conduct may result in disciplinary action, depending upon the nature of the prohibited activity and / or whether it is a repeat offense for that student. The administration reserves the right to modify the consequences as appropriate.

PHYSICAL EDUCATION REGULATIONS

- All students in physical education will wear a uniform. It is recommended that a student purchase their own uniform through the bookstore. The department has "used" uniforms to lend if a student does not purchase their own uniform.
- Lockers and/or combination locks will be issued to everyone enrolled in a physical education class. The student is responsible for all personal property as well as the lock/locker they are using. The student must be sure that the locker is locked when not in use. Valuables should never be brought into the locker room. Students are allowed in the locker rooms immediately before and after their physical

education class period – no other times during the day. School books, backpacks and outerwear should be left in the student's assigned hall locker.

- Safety lenses are available upon request for all students who wear glasses.
- Students must inform the teacher about any preexisting medical conditions prior to physical activity. Medical exceptions are considered only when presented with official documentation from a medical doctor (not a family member).
- No food or drink in the locker rooms.

SCHOOL PUBLICATIONS

The Tower is South's weekly student newspaper, published by the Advanced Journalism class and distributed to subscribers each Wednesday. Looking Glass, South's literary magazine, is published periodically. South's yearbook, Viewpointe, is published annually and distributed during the final week of the school year.

SMOKING

No person property (including e-cigarettes and vapes) will face a separation from school and may be referred to the Student Assistance Counselor on the first or second offense. In addition, a police report may be filed with the Grosse Pointe Farms/City Police Department and they may issue a ticket with a fine. See Student Code of Conduct., regardless of age, shall use a tobacco or nicotine product on school property or at any school related function. Students found smoking on school

SEARCHES OF LOCKERS (JCAB)

All lockers in school buildings, whether assigned to students or unassigned, are the property of the School System. The lockers in the school buildings shall be under the supervision and control of the school principal or designee. Lockers are assigned to students for the storage of school materials and authorized personal items. Students shall not use lockers for any other purpose, unless specifically authorized in advance by Board policy or the principal.

The principal or designee shall have custody of the combination or key to all locker locks, which shall be stored in a place and manner designed to guard against unauthorized access or use. Only regularly issued school locks may be used on school lockers.

The principal or designee may search any locker at his or her discretion while respecting the student's privacy and dignity. Such a search may be made without notice to, and without obtaining the prior consent of, the student to whom such locker is assigned or the student's parent(s) or guardian.

When conducting a locker search, the principal or the principal's designee may seize any illegal or unauthorized items, items in violation of district or school policies or rules, or any other items reasonably determined to be a potential threat to the safety or security of others. Where appropriate or required by law, law enforcement officials shall be notified of items seized. The parent(s) or guardian of a minor student, or a student eighteen (18) years of age or older, shall be notified by the principal or the principal's designee of items removed from the student's locker.

SKATEBOARDING, ROLLERBLADING AND ROLLER SKATING

Skateboarding, rollerblading and roller skating are not permitted on school property.

STUDENT RIGHTS AND RESPONSIBILITIES

The Board recognizes that it has the responsibility to assure students the legal rights that are theirs by virtue of guarantees in the federal and state constitutions and statutes. Among these rights are the following:

1. The right to a free and full education in the public schools.
2. The right to equal educational opportunity and freedom from discrimination.
3. The right to due process of law with respect to suspension, expulsion, unreasonable searches and seizures, or administrative decisions which the student believes have injured his legal rights.
4. The right to free inquiry and expression.
5. The right to privacy as defined by law.

With rights come responsibilities. Students' responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to learning.

No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of all who are involved in the educational process.

The Board believes that students must assume the following specific responsibilities in order that all students may be assured of their rights to:

1. Attend school daily, except when excused, and to be on time to all classes and other school functions.
2. Pursue and attempt to complete the course of study prescribed by state and local school authorities.
3. Make necessary arrangements for making up work when absent from school.
4. Assist the school staff in running a safe school for all students enrolled therein.
5. Be aware of all school rules and regulations and conduct themselves accordingly.
6. Assume that until a rule is waived, altered, or repealed it is in full effect.
7. Be aware of and comply with state and local laws.
8. Protect and take care of the school's property and the property of others.

9. Dress and groom themselves to meet standards of safety and health, and in a manner not distracting and/or disruptive to the educational process.
10. Avoid inaccuracies and obscene language in student newspapers or publications
11. Express their ideas in a manner that will not offend or slander others.
12. Become involved in decision-making whenever feasible and appropriate.
13. Conduct themselves in an appropriate manner that is fitting to the school atmosphere.

STUDENT SALES

Only recognized school groups may hold in-school sales. The guidelines are available in the Student Activities office.

STUDENT SEARCHES (administrative Guideline 5771)

If the school principal has a reasonable suspicion that a student has violated, or is in possession of an object which violates, either a specific law or a specific school policy, and that a search of the student can reasonably be expected to produce evidence of the student's violation, the principal may conduct a search of the student and/or the student's possessions (including, without limitation, a vehicle if parked on school property). The principal's reasonable suspicion may be based on any information received by the principal, including information conveyed by a member of the faculty or staff.

Search Procedure

The search may take place in the office of the principal or in another place in the school building adequate to protect the student's privacy. Prior to the search, the student shall be advised of the reason(s) that the search is being requested. The student shall then be requested to empty items from pockets, purses, shoulder bags, backpacks, or briefcases, etc. Pat-down searches should not be conducted as a matter of course, but may be conducted, if deemed advisable by the principal, by an adult of the same gender as the student. No strip searches shall be conducted by District personnel or on school premises. All searches shall be carried out in the presence of an adult witness. Items obtained in the search which the principal believes are evidence of a violation of law or school policy shall remain in the custody of the principal, unless such items are turned over to law enforcement officials, and if this is done, the principal shall receive a receipt for such item so delivered.

TEXTBOOK RETURN

1. Books are on loan to students from the school district. The basic responsibility for book return belongs with the students borrowing the books. Students should note that signing for a book at the time it is issued implies accepting it in the condition designated on the book loan card. If there are any questions about book condition, these should be noted on the reverse side of the book card.
2. Books must be returned during the designated times and by the proper deadline. Textbooks will be evaluated during the final examination period.

3. Fines for book lost, damaged, or not returned will be fairly assigned by bookstore personnel after the book has been turned in.
4. Students should note that our textbook records must be cleared by June 30. It is a student obligation to clear loans by that date. New materials for replacement must be ordered immediately in order to arrive by September.
5. Students will not be eligible to register for the current school year unless all obligations from the previous year have been cleared.

THEFT

Grosse Pointe South High School Community supports a safe environment, which actively promotes respect for property of self and others, encouraging personal and community responsibility.

1. Tell nearest adult as soon as theft has occurred: Teachers, hall monitors, and custodial staff, parking lot attendants. (Parking lot attendants, hall monitors and Assistant Principals have radios to communicate with each other.) Administration will inform all employees of appropriate action to take and post recovery procedure. (This way, everyone will be following the same steps). Check the Lost & Found to make sure your item is not there.
2. Report theft to the appropriate Assistant Principal. The appropriate Assistant Principal will make this a priority and will attempt recovery. If the appropriate Assistant Principal is not in his/her office, tell his/her secretary and she will attempt recover.
3. Call your parent from the appropriate Assistant Principal's office. Be sure and tell them if keys, credit cards, driver's license were part of the stolen property. (Locks might have to be changed). The parent may want to talk to an Administrator.
4. Fill out a report in the appropriate Assistant Principal's office. The Assistant Principal will provide an opportunity for the police to be called and a report filed, if item is valued at \$100 or more. The Assistant Principal will ask the questions of the student while filling out the report, hopefully calming the student.
5. A student should periodically check the Lost & Found in the Counseling Center.
6. You are encouraged to contact the appropriate Assistant Principal within a few days to determine the progress of the recovery attempt. If you do recover your missing item, please contact the appropriate Assistant Principal.

TRANSPORTATION

Most students walk to South. There are SMART buses running on Kercheval, Grosse Pointe Boulevard, Jefferson and Mack. Please phone the SMART office for a schedule. The SMART Passenger Conduct Code is as follows:

1. Students are expected to show their I.D. cards upon boarding the bus and whenever requested to do so by the driver.
2. Passengers who do not have proper I.D. will pay the full fare and/or may be prevented from riding the bus.

3. Passengers who have seats are expected to remain in their seats once the bus has left the school.
4. There will be no standing while seats remain available.
5. To allow for quick boarding, passengers are to line up in single file.
6. Passengers are expected not to smoke, eat, or drink on the bus.
7. Obscenities, profanity and yelling will not be tolerated.
8. Passengers will not wrestle, fight, or push on the bus.
9. Passengers are not to play radios, tape players/recorders, etc. on the bus.
10. If a SMART driver finds it necessary to return to the high school because of inappropriate student behavior on the bus, no refunds will be made to students on the bus by South High School.

VISITORS

Anyone visiting the school is required to report first to the Principal's office to gain permission for access to other areas of the building or to contact staff members or pupils.

The only adequate reasons for visitation by high school aged students are the following:

1. A student from a foreign country who wishes to observe an American school and who may be of use as a resource person.
2. A student (students) from another high school who **presents an administrative** request to visit the school for an approved educational reason.
3. All students from other schools or young adults who are coming out of curiosity or because their own schools are not in session, may not visit during school hours.

WORK PERMIT

For those high school students, who are under the age of 18 and desire to obtain employment, the following procedures apply:

1. Secure employment.
2. Obtain "Work Permit" form from the receptionist in the Counseling Center at South.
3. Students and employees should be aware of the passages listed below from the Standards for Issuance of work permits which state:

"R409.5(5) Upon written notice to the minor and the employer, the issuing officer shall place a minor on a 30-calendar-day probationary period when a minor's poor school attendance results in a consistent academic performance at a level lower than that which preceded the minor's employment" (6) Following the 30-calendar-day probationary period, and upon written notice to the minor and the employer, the issuing officer may suspend a minor from work for a period of

not more than 30-calendar-days when a minor's poor school attendance results in a consistent academic performance at a level lower than that which preceded the minor's employment."

A permit may be revoked by the school if: (1) poor school attendance results in a level of school work lower than that prior to beginning employment, or (2) the Michigan Department of Consumer and Industry Services/U.S. Department of Labor informs the school of an employer's violations of state or federal laws or regulations. Any minor who has a permit revoked shall be informed of the appeal process by the school.

4. Complete the work permit form. (The prospective employee and employer must fill out their respective sections of the work permit.)
5. Return the completed form to the Counseling Center at South.

GRADUATION CLASS RANK REPORTING

Class ranking is not reported by the District.

M.C.L. 380.1165, 380.1166, 380.1278a, 380.1278b

20 U.S.C. 1400 et seq., 20 U.S.C. 1401 et seq.

29 U.S.C. 794 (Section 504 of Title V of the Rehabilitation Act of 1973)

42 U.S.C. 12131 et seq.

COMMENCEMENT EXERCISES

- The high school Principal is responsible for approving all commencement exercises. To participate in the commencement ceremony, a student must have met all graduation requirements.
- Participation in commencement exercises is a privilege, not a right. A student does not have to participate in commencement exercises in order to receive a diploma. However, students who do participate in commencement exercises are subject to the standards of dress and decorum set forth by the high school administration for commencement.
- There will be no identification of a single valedictorian and salutatorian.

EARLY COMPLETION OF GRADUATION REQUIREMENTS

Students who complete graduation requirements early and leave school after the first semester of senior year may receive a letter from the Principal certifying graduation. However, the official diploma will not be issued or graduation ceremonies held until June. Students who desire to complete their requirements in less than four (4) years must apply at the end of the first semester of their third year and must receive approval by the Principal.

GRADUATING WITH HONORS OR HIGHEST HONORS

- Academic scholars are recognized at commencement and/or at other appropriate ceremonies as members of the Academic Hall of Fame for graduating with a cumulative GPA of 4.0 or higher.
- Seniors with a cumulative grade point average of 3.5 and above at the end of the first semester, will receive a diploma with the words "Graduated with Highest Honors" inscribed on the diploma.
- Seniors with a cumulative grade point average of 3.0 through 3.49 as of the end of the first semester of their Senior Year, will have the words "Graduated with Honors" inscribed.
- A final determination of qualification for an honors diploma will be made at the end of the senior year. Any student who qualifies for an honors diploma on the basis of completion of the senior year may request such a designation from the high school administration.

GRADUATION REQUIREMENTS AND RELATED RULES 5460

All candidates for graduation must have earned a minimum of 21 approved credits and must have been in a Grosse Pointe High School for at least the senior year. Special problems regarding residency may be resolved by the Grosse Pointe South High School principal and the principal of the student's previous attendance center.

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and

objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

A diploma will be issued to a student upon completion of the following requirements:

- A. Must be a student at GP North or South High School for at least the Senior Year
- B. Must earn twenty-one (21) credits including the following required courses:
 1. English (four (4) credits) including Freshman English (one (1) credit), American Literature (one (1) credit), and either Power of Language or AP Language and Composition or AP Literature and Composition (one (1) credit)*
 2. Mathematics (four (4) credits) including Algebra I, Geometry, Algebra II, and one (1) additional math or math-related credit. One (1) course must be taken in the final year
 3. Science (three (3) credits) including biology (one (1) credit), chemistry or physics (one (1) credit) and one (1) additional credit
 4. Social Studies (three (3) credits) including Government and Economics (one (1) credit), U.S. History and Geography (one (1) credit), and World History and Geography (one (1) credit)
 5. World Language (two (2) credits) earned in the same language series (i.e. Spanish 1 and Spanish 2)
 6. Health (one-half (1/2) credit)
 7. Physical Education (one (1) credit) – earned in either 9th or 10th grade
 8. Visual, Performing, or Applied Arts (one (1) credit)
 9. Computer course (one-half (1/2) credit) or a demonstration of competency
 10. Online Learning Experience

*A student may fulfill the Power of Language/AP Language and Composition/AP Literature and Composition/AP Literature and Composition one (1) credit requirement with another English credit after a review by the Principal, if the English department chair and the counselor have determined that the unique needs of the student would be best served by earning an English credit in a different English course.

Required courses identified above may be satisfied by designated, traditional, honors, college preparatory, essentials or advanced placement versions of these courses, as outlined in the High School Program of Studies.

These requirements are considered to be minimal graduation requirements. Each student should consult with parents, teachers, and counselors in planning a course of study that meets his/her specific interests, abilities and career plans.

Following State guidelines, students may substitute approved Career and Technical Education (CTE) credits for certain graduation requirements listed above. Such substitutions shall be approved by the Director of Secondary Instruction or the Deputy Superintendent for Educational Services.

Students whose primary language is not English may require more than four (4) years of study in order to complete all graduation requirements.

Following State guidelines, parents may petition the school for specific Personal Curriculum modifications following the guidelines established by the Michigan Department of Education. Administration shall develop and provide parents documents and information regarding Personal Curriculum options.

Any deviation from this policy is done at the discretion of the Superintendent of School

Credits REQUIRED For graduation

English.....	4.0
Math.....	4.0
Science.....	3.0
Social Studies.....	3.0
Arts.....	1.0 (visual/performing or applied)
Foreign Lang.....	2.0 (single language series)
Health Ed.....	.5
Physical Ed.....	.5
Computer Literacy..	.5
Required Core.....	14.5
Required Electives.....	<u>6.5</u>
	21.0

Refer to the program of studies for visual/performing or applied art, foreign language, health education, physical education and computer literacy requirements.

GRADE LEVEL CLASSIFICATION

At the end of the school year, credits earned determine the grade level classification for the beginning of the next school year.

<u>Grade Classification</u>	<u>Credits Earned</u>
10	AT least 4.0 credits
11	AT least 9.0 credits
12	AT least 15.0 credits

Standard High School Program

When a seven (7) period schedule is in effect, students are required to enroll in six (6) credits in grades 9 through 12. The Principal may allow a reduced schedule in extraordinary circumstances.

All students are encouraged to earn State endorsements in all areas designated by the State.

Core Subjects Required and RECOMMENDATIONS FOR STUDENTS WHO PLAN A 4-YEAR COLLEGE EXPERIENCE

PLANNING THE PROGRAM OF STUDIES

Within a broad program of studies, there is ample opportunity for the student to plan in terms of individual needs. The high school student has many choices to make when planning course selections. There should be consultation with the counselor, parents, and teachers; consideration should be given to a number of potential careers and the education they require. Also, each student should become thoroughly familiar with the wide range of admission requirements for colleges. Subject choices should be based on ability, interest, and career goals, thus assuring a balanced program.

English	Required	Challenging College Prep Program	Highly challenging College Prep program
Grade	4 Credits	At least 4 Credits	At LEast 4 Credits
Freshman	Freshman English (1.0)	Freshman English – traditional or honors (1.0)	Freshman English Honors (1.0)
Sophomore	American Literature (1.0)	American Lit. and Comp. – traditional or honors (1.0)	American Lit. and Comp. Honors (1.0)
Junior	Power of Language (1.0)	AP Lang. and Comp. (1.0);or AP Lit. and Comp. (1.0); or Power of Language	AP Lang. and Comp. (1.0);or AP Lit. and Comp. (1.0); or
Senior	Elective Course (1.0)	AP Lang. and Comp. (1.0);or AP Lit. and Comp.	AP Lang. and Comp. (1.0);or AP Lit. and Comp. (1.0); or

ENGLISH DEPARTMENT ADDENDUM

4.0 or more credits in English, 2.0 of which are specifically required in FOUR areas

9th Grade

a) Required – Freshman English.....(1.0 credits)

10th - 12th Grades

b) AP Language and Composition..... (1.0 credits)

Debate..... (.5 credits)

Journalism..... (1.0 credits)

Speech..... (.5 credits)

Creative Writing..... (.5 credits)

Expository Writing* OR Explorations in Reading*..... (.5 credits)

*courses designed for students seeking skills growth.

c) Required - Am. Literature.....(1.0 credits)

AP Language & Composition..... (1.0 credits)

AP Literature & Composition..... (1.0 credits)

Film Literature..... (.5 credits)

British Literature..... (1.0 credits)

Classics of World Literature..... (1.0 credits)

Creative Writing..... (.5 credits)

Debate.....(.5 credits)

Lit. Culture & Humanities..... (1.0 credits)

Journalism..... (1.0 credits)

Mythology..... (.5 credits)

Shakespeare..... (.5 credits)

Speech..... (.5 credits)

Expository Writing..... (.5 credits)

Adv. Debate I-II, Adv. Journalism I-II-III, Adv. Creative Writing do not count toward required 4.0 credits in English.

d) Required – in 11th Grade – A.P. Language or Literature or The Power of Language

Math	Required	Honors Sequence	College Preparatory sequence
Grade	4 Credits:	At least 4 Credits	At Least 4 Credits
Freshman	Algebra I (1.0) Algebra Support	Honors Geometry (1.0)	Algebra I CP (1.0)
Sophomore	Geometry (1.0) Geometry Support	Honors Algebra II (1.0)	Geometry CP (1.0)
Junior	Algebra II (1.0) A/B Algebra II (over 2 years)	Honors Pre-Calculus (1.0)	Algebra II CP (1.0)
Senior	Advanced Math (1.0)	AP Calculus AB; or AP Calculus BC (1.0)	Pre-Calculus (1.0)
			Statistics; or Introduction to Calculus (1.0)

Note: Computer Mathematics courses may **NOT** be used to meet the mathematics requirement.

Science	Required	Honors Sequence	College Preparatory sequence
Grade	3 Credits:	At least 3 Credits	At Least 3 Credits
Freshman	Earth Science (1.0)	Honors Biology and/or Honors Earth Science (1.0)	Earth Science – traditional or honors (1.0)
Sophomore	Biology (1.0)	Honors Chemistry (1.0)	Biology – traditional or honors (1.0)
Junior	Physical Science (1.0)	Honors Physics (1.0)	Chemistry – traditional or honors (1.0)
Senior	Other electives	AP Courses and/or other electives (1.0)	AP Courses and/or other electives (1.0)

Social Studies	Required	College Preparatory Sequence
Grade	3 Credits:	At least 3 Credits
Freshman	World History and Geography (1.0)	Honors World History and Geography (1.0)
Sophomore	U.S. History and Geography (1.0)	AP U.S. History (1.0)
Junior	Government (.5) and Economics (.5)	AP U.S. Government and Politics (1.0)
Senior	Other electives	AP Microeconomics (.5); or AP Macroeconomics (.5)

DETERMINATION OF HIGH SCHOOL CREDIT EARNED BY MIDDLE SCHOOL STUDENTS

District-approved high school courses successfully completed by a middle school student will appear on the student's high school transcript. Those middle school students taking high school courses have the option to have their grade reflected on their high school transcript and computed in their cumulative high school GPA or to have the credit reflected on their high school transcript with no grade. Such election may be made at any time before entry into high school. If parents do not indicate a preference to have the grade reflected on the high school transcript, only credit without the grade will be noted. High school courses taken during middle school will be recorded as part of the student's middle school report card.

DUAL ENROLLMENT CREDIT

The law requires a pupil to designate whether the course is for high school or postsecondary credit, or both at the time of enrollment. Pupils also are required to notify the high school of his/her decision. Pupils taking more than one postsecondary course may make different credit designations for different courses. A student enrolling in a dual enrollment course may elect to either have the earned grade placed on their high school transcript and be used in the computation of their GPA or they may elect a pass/fail grade. This election must be made within thirty (30) days of the completion of the course.

GENERAL EDUCATIONAL DEVELOPMENT TEST (G.E.D.)

In keeping with the policies and standards of the North Central Association of Schools and Colleges, the District encourages students who have terminated their formal educational experiences to take and pass the General Educational Development Test. However, the Board does not recognize passing of the GED test for credit and the Board does not issue diplomas or certificates indicating graduation from high school on the basis of the test.

MAXIMUM CREDITS ALLOWED DURING THE SCHOOL YEAR

The maximum number of credits a student may typically earn toward graduation in any academic year in grades 9-11 shall not exceed the number that may be earned in full time attendance. However, with the Principal's advance permission, a student may enroll in an approved accredited school at his/her own expense and earn additional credit.

RECOMMENDATION FOR EMPLOYMENT, EDUCATION, OTHER OPPORTUNITIES

Students who meet the following standard are eligible to receive the recommendation of the Principal. The high school counselor will make an official recommendation for a student based on the student's high school experiences including the academic record. A program of study must be completed which the Principal believes will adequately prepare the student for the proposed future studies.

RULES FOR STUDENTS TRANSFERRING INTO A GROSSE POINTE HIGH SCHOOL

Recognizing that different schools/different countries utilize different scales for assigning values and credits, every attempt will be made by the high school administration to reconcile grade/course credit equivalents for a student transferring into a Grosse Pointe high school.

The final judgment for determining grade/course credit equivalency rests with District administration. In general, credit is granted equivalent to the credit granted by the sending school with the normal limitation of

7 credits earned per year. In determining equivalent credit from a "4 x 4" block scheduled sending school, up to eight (8) credits per year maximum may be transferred.

SUMMARY OF GRADE/COURSE CREDIT TRANSFER-IN RULES

1. All courses, except religious and military science courses, are given equivalent credit.
2. Transcripts of students who have attended school in a foreign country are evaluated by the administration on an individual basis and generally given credit equivalent to that which would have been awarded by the District.
3. Credit earned in other high schools based on pass/fail courses or credit/no credit grading systems are not computed in grade point averages; test-out results are always pass/fail.
4. Upon enrolling in high school, transfer students must meet all high school graduation and course load requirements with the exception of health and physical education for students entering the 12th grade. Students entering in grade 12 are exempted from health and physical education requirements.

Transfers from Public and Nonpublic Schools

Grade/course credit equivalency for transfer students from both public and nonpublic schools are evaluated by District administrators in the same manner.

Other Procedural Requirements:

- Students transferring from schools that do not grant credit for physical education either will be awarded credit as awarded in the District or will have the requirement waived.
- The administration will determine the status of students who transfer out of the District and then return later to the District.
- Summer school credits from other schools will be accepted only with prior permission.
- Senior students who have spent four (4) years in high school and need extra time to graduate may take fewer than the number of courses normally required for seniors.

GRADING

The District's grading system is explained in faculty and student handbooks. It is recommended that teachers review their criteria for determining grades every year and communicate them to students, parents, and the community. At the end of each school year, principals shall collect and store teachers' grade records for five (5) years.

AUDITING A CLASS

With the written permission of the school principal, a student may audit a class rather than earn credit for it. The audited class fulfills the student's requirement to attempt sixty (60) hours. However, no grade is assigned for an audited class, and no credit is earned. An audited class is shown on the student's transcript as AUDIT.

A request for permission to audit a class must be submitted to the school principal in writing in advance of the class. The principal will grant permission if the class is an appropriate placement for the student and there is room in the class. To receive permission to audit, the student must agree to maintain good attendance, observe all class rules, keep up with assigned work, and take all class tests. If a student does not meet these requirements in reasonable fashion, he or she is subject to immediate loss of the audit privilege for this class.

DETERMINING STUDENT GRADES

In evaluating student work such as tests, papers, speeches, oral reports, products, and performances, teachers shall apply the concept of fairness and reasonableness and shall use criteria developed cooperatively by teachers and administrators. As determined by the teacher, a grade may reflect mastery of content, learning progress, skill development, and other criteria such as form and structure. While poor attendance may diminish a student's learning performance, the student's attendance record shall not be used in the computation of a grade. Teachers shall explain to students the value of all grades assigned and maintain a record of the values. The record shall be open to appropriate examination by a student, parent, or administrator upon request.

A student's grades shall always be treated as confidential.

COMMUNICATING LEARNING PROGRESS

Teachers are encouraged to communicate both early and regularly with students and parents regarding a student's learning progress throughout the course. Such early communication will allow students and parents to respond constructively while there is sufficient time to address problems or concerns. Teachers are encouraged to communicate this information by sending interim reports home by mail, making telephone calls, sending written notes, or exchanging e-mails with parents. Board Policy **2624** requires that teachers work so that students and parents may be kept apprised of student progress in the course.

The District uses a web based learning management system (LMS) to serve as the hub for parent and student communication. Teachers shall use the LMS to record and keep track of grades. Parents and students will have access to the LMS so that they can review student progress. Teachers should input grades and student progress on a regular and timely basis within the LMS so that parents and students are aware of student progress.

COMPUTING A GRADE AND GPA

For purposes of assigning a grade, the teacher of the course is the judge of the adequacy of a student's learning. A mathematical average is not ever the sole determiner of a grade and does not serve as an automatic indicator of passing or failing work.

In determining a course grade, each marking period counts as two-fifths, and the final assessment grade counts as one-fifth of the final course grade.

A grade for a marking period, final assessment, or a course may have a plus or a minus.

The following is the common, equidistant grading scale that shall be used by all teachers.

Grade Percentage

A+ 98 – 100%	C+ 77 – 79%	E 0 – 59%
A 93 – 97%	C 73 – 76%	
A- 90 – 92%	C- 70 – 72%	
B+ 87 – 89%	D+ 67 – 69%	
B 83 – 86%	D 63 – 66%	
B- 80 – 82%	D- 60 – 62%	

In terms of rounding, teachers shall round up .5 of a percentage point. For example, 87.5% would round up to an 88%, while 87.4% would round down to an 87%.

For the purposes of determining final semester grades all courses will use the following system:

Quarter #1 – 40%
Quarter #2 – 40%
Final Exam – 20%

Consistent with the intent of the current grading system, all quarter grades that fall below 50% will be tabulated with 50% being the minimum percentage for computing a final grade.

FINAL GRADES

Mathematical grade values are computed by assigning each marking period the value of two-fifths of the final grade for the course and the final assessment is valued at one-fifth of the final course grade.

Mathematical grade values **for a course level change** are computed using only the grades earned at the new level, not grades earned in the previous level, when a student moves to the new level any time from the beginning of the course to within two (2) weeks following the issuance of the first report card unless the first teacher files a Discrepancy Explanation within two (2) weeks following the first report card. If the level change occurs at the end of the first card marking, the grade for the new level is calculated by assigning the second report card grade the value of two-thirds and the final assessment, the value of one-third of the final grade for a semester course or the semester portion of a year course.

GRADE EXPECTATIONS

Students are expected to pass each marking period of a course and the final assessment. In order to maintain the District's high standards, it is expected, as a minimum, that a student achieves passing grades for the two (2) marking periods or one (1) of the two (2) marking periods and the final assessment. However, attaining or not attaining two (2) passing grades for a course does not automatically equate to passing or not passing a course; the teacher's judgments about the adequacy of learning achievement in the course is the determiner of the grade. These expectations are published in student handbooks and clearly communicated to students and parents on a regular basis by teachers.

Grading Practices for Students Attending Less Than a Full Semester

Teachers shall apply the concepts of fairness and reasonableness when determining grades for students who attend a course for less than a full semester. The following shall govern a situation in which a student enrolls in a course after the semester has begun:

1. For students newly enrolling in a District school, the counselor and teacher shall consider how to account for grades and other examples of student work transferred from the previous school.
2. District students who elect a level change as described above shall not have their work and grades earned in the initial course be considered for the purposes of grading in their new course.

3. If a student enrolls in a course during the first quarter of a semester with less than three (3) weeks remaining in the quarter, the teacher shall report the first quarter grade as an 'N' and compute the final course grade using the final exam, the second quarter grade, and a pro-rated portion of a first quarter grade when computing the final grade in the course.

IMPROVEMENT OF A GRADE

If a student re-takes a high school course, the new grade, if higher, replaces the previous grade as long as the student has not passed a course higher in sequence since first taking the course. The replacement grade becomes the grade of record for the transcript and is used in computing the student's grade point average. Students who take an online course or course outside of the District for the purpose of grade replacement must obtain approval before registering for the course.

INCOMPLETE GRADES

Students must complete and submit all incomplete work (e.g., projects, assignments, exams) no later than **three (3) weeks** after the end of the card marking period end date. A mark of Incomplete is to be changed by the teacher to a grade no later than **three (3) weeks** after the grade entry cutoff date. Exceptions to the **three (3) week** rule must be approved by a school administrator.

PASS/FAIL GRADES

Students in grades 11 or 12 may take a maximum of twenty (20) credits on a PASS/FAIL basis. Courses eligible for a grade of PASS/FAIL are those other than the courses designated in specific subject areas and beyond the total number of credits required for graduation. Requests to take more than twenty (20) credits of PASS/FAIL in a student's high school career must be approved in advance by the counselor and administrator.

The decision to elect a course on a PASS/FAIL basis must be made during scheduling or no later than the **fifth week** of the class. A change from PASS/FAIL to a graded basis must occur no later than the **fifth week** of the class. A change to a PASS/FAIL or to a graded basis must be approved by the student's counselor and signed by the teacher, parent, and student. After **five (5) weeks**, no changes in grading status will be made.

Students who elect to take a course on a PASS/FAIL basis are expected to meet all regular classroom obligations with respect to attendance and assignments. Teachers will keep the usual grade average with the standard grading scale. An equivalent of C- or higher is required before a course is recorded as PASS and credit is posted. A grade equivalent below C- is recorded as FAIL. Results will be reported as PASS/FAIL on the report card and transcript.

WEIGHTED GRADES

Grades and courses, which have the designation of advanced placement in their titles and follow the particular course content specified by the Educational Testing Service, are weighted with multiplier of 1.1 in determining student grade point averages. The weighted grades are awarded only to students in courses designated advanced placement who take the appropriate advanced placement examinations. Weighted grades are reflected on student report cards for each marking period.

DISCREPANCY EXPLANATION

A final grade that is mathematically higher than the computed average range of all the student's individual marking period grades plus the final assessment grade, will be accepted by the school system. A teacher's final grade for a course that is lower than the computed average range will not be accepted unless the teacher has submitted to the principal a Discrepancy Explanation form.

REVIEW OF A GRADE

Determination of a student's grade is the responsibility of the teacher. However, a student or parent may request a review of a grade no later than fifteen (15) school days after receipt of the report card. Exceptions to the fifteen (15) school days rule must be approved by the Principal.

- A. STEP 1 - The first level for resolving a disagreement about a grade is a conference with the teacher and the student and/or parent. The teacher may consult with the principal or other administrator for assistance in resolving a disagreement.
- B. STEP 2 - If the disagreement is not satisfactorily resolved at Step 1, a request for a further review may be made in writing, to the principal within fifteen (15) calendar days of the Step 1 meeting. The principal's role is to facilitate the further review of the grade.

If a student and/or parent request a review of a grade after the close of the school year, the principal shall attempt to contact the teacher and follow the procedures described in Step 1 above. If the teacher is not available, the review shall normally be delayed until the opening of school. However, special circumstances may exist which, in the judgment of the principal, make it desirable to conduct a review immediately. For example:

1. The teacher will not be available in the fall at the start of the new school year.
2. The student and/or parent demonstrates a pressing need to conduct the review promptly for purposes of college enrollment or employment.
3. If an agreement about a grade change is reached or if other extenuating circumstances are evident.

In conducting a grade review, the principal may examine the record book and/or student work.

APPEAL OF A GRADE

If the disagreement is not satisfactorily resolved by the end of Review Step 2, an appeal of the grade may be made in writing, to the principal within fifteen (15) days of the Step 2 meeting. The matter shall then be referred to a Grade Appeal Panel that is composed of one (1) administrator designated by the Superintendent, one (1) teacher selected by the teacher bargaining unit, and one (1) teacher mutually agreed upon by the administration and the teacher bargaining unit. The teachers on the panel should be selected from the same level as the appealed grade (elementary, middle school, or high school) and should be tenured staff members. No panel member should work in the same school at which the appeal is made and no panel member should have been involved in the appeal at its earlier stages. The panel hearing shall not be open to the public.

The panel shall evaluate the reasons for the proposed grade change by conducting a hearing and then deliberating the matter among panel members. In the process of making its determination, the panel may review such documents and interview such witnesses as, in its discretion, it deems appropriate. The panel may make a recommendation to the teacher about the proposed grade change. However, determination of the student's grade remains the responsibility of the teacher. The student and/or parent making the appeal shall be informed in writing of the outcome of the review as soon as possible after the panel completes its work. The determination of the teacher following the review panel shall be final.

REPORT CARD AND INTERIM PROGRESS REPORTS – 5420A

Report cards are paperless and are available in the "Marks" section of ParentPortal and StudentPortal. Grades for the most recently completed marking period will become visible approximately 6 school days after the marking period ends, but the report card remains accessible throughout the school year. In ParentPortal's email notification area, parents can select to receive an email alert at the end of each quarter when those grades have been posted to the report card. A print button is available in the left menu area.

If you still need a paper report card because of issues with accessibility to technology, please make this request in writing to your school. These requests should be made well in advance to ensure timely delivery.

Report cards are available on parent connect four times a year and report the attendance record and grades in each subject. Marking periods will be announced at the beginning of the school year. Midway through a marking period the teacher may send an interim report to inform parents of the student's progress in the course. Many teachers use this report to indicate exceptional improvement. It must be issued when the student is in danger of failing. Parents are encouraged to discuss reports with students and to telephone the respective teacher by calling 432-3500 and leaving a return call message.

GUIDANCE AND COUNSELING

A comprehensive guidance program is offered to the student body. It reaches out through five guidance counselors into the homerooms and classrooms of a guidance-conscious teaching staff. Counselors are always at hand to assist students in framing college plans, making career choices, and identifying personal problems.

Each student is assigned to a guidance counselor who will be his/her advisor throughout high school. The counselor makes all school resources available to the student and parents in order to help the student plan a worthwhile program of studies. To enable him/her to make college and career recommendations and to supply needed references, the counselor keeps a record of the student's academic achievement, attendance and extracurricular activities.

Additional assistance is available to students through the services of several support personnel. The school social worker and psychologist help in concerns regarding achievement and/or adjustment. Students who do not speak the English language may receive assistance in obtaining the necessary skills. Those who are certified as eligible for assistance because of an identified learning disability may receive the help of a special teacher.

Extensive files of college and career information are available in the Counseling Center, the Career Resource Center, and the school library. College representatives visit our school throughout the year and are available for interviews with both students and parents. This is announced through the Career Resource Center.

Students are encouraged to become acquainted with their counselors as soon as possible. The student may come to the Counseling Center for a private conference before school, at lunch time, during study periods, or after school. He/she may see the counselor during class periods by first making an appointment. Facilities are available for leaving a message or requesting an appointment if the counselor is busy at the time the student visits the center.

CLASS LEVEL CHANGE

Students in grades 6-12 may request, with input from the teacher and counselor, to change a class level. The final determination with level changes rests with administration. A class level change occurs when a student moves from one level of a course to another level. For example, a student moving from Honors Biology to Biology is a level change. Typically, level changes are made during the summer and at the semester change. The following are the procedures and timing required to facilitate a level change during a semester.

1. Level changes may only be considered during the first quarter and the first two (2) weeks of the second quarter of a semester. Level changes may not occur beyond the second week of the second quarter of a semester.
2. In the event a student drops a course to pursue a level change after the second week of the second semester the situation will continue to be governed by 'C' in the Withdrawal of a Course listed on page 61.

3. When considering a level change, the student, parent, counselor, and teacher should communicate regarding the best interest of the student.

COLLEGE ADMISSION RECOMMENDATION

The high school counselor will make an official recommendation for a student who wishes college or university admission based upon an assessment of that student's ability, potential, and high school record as related to the college or university to which the student makes application.

HOMEWORK GUIDELINES

Guidelines for Parents:

- Set a regular time and place for study
- Remove distractions
- Have supplies and resources on hand
- Set a good example
- Show an interest
- Encourage student to keep track of assignments in an organized way
- Be available to help student with assignments when necessary
- Review completed assignments with student as needed
- Avoid the temptation to do the work for the student
- Monitor and limit television viewing and telephone/computer usage
- Guide student as he/she chooses classes and scheduled activities, keeping in mind the homework load and time commitment each will entail
- Recognize that the amount of time spent on homework will depend on a student's ability and work/study habits
- Communicate openly with teachers, guidance counselors, and administrators

Guidelines for Students:

- Take responsibility for ethical practices in completing homework assignments.
- Seek a study buddy/partner/group for each class.
- Keep track of materials and assignments using organizers.
- Have a clear understanding of homework assignments before leaving school.
- Communicate homework with family and ask for help when needed.
- Complete assignments and turn them in on time.
- Take advantage of study aides and before/after school programs when available.
- Find out about missed assignments in a timely manner.
- Consider a balance of activities such as athletics, clubs, etc. due to the demands made on time.
- Understand that selection of courses implies some expected differences in work load such as for AP and honors classes.
- Seek support and advice from school counselors at the middle and high school when needed.

SCHEDULE CHANGES

Schedule changes are sometimes necessary. They are, however, disruptive to the instructional program and have a potentially negative impact on class sizes throughout the District. Students are urged to carefully consider all options during the course selection process so that schedule changes can be kept at a minimum.

Every effort will be made to complete all schedule changes by the end of the second week of school. This deadline does not apply to class level changes.

Students making schedule changes after the start of the school year must remain in all classes until the request for a schedule change is approved. Absences from the class while a request for a schedule change is being processed are considered unexcused absences. All schedule changes are processed through the counselor.

Schedule changes will be approved for the following reasons only:

1. Scheduling error
2. lack of prerequisite class/grade requirements
3. moving to a more challenging course level
4. failure to complete a course in the spring semester or in summer school which would make the student ineligible for a chosen course
5. a transcript for a new student indicates a schedule change is necessary

WE WILL NOT BE ABLE TO ACCOMMODATE REQUESTS FOR CLASS PERIOD CHANGES, TEACHER CHANGES, LUNCH HOUR CHANGES, TUTORIAL CHANGES, OR ADDITIONS TO CLASSES THAT ARE CLOSED.

STUDENT ASSISTANCE SERVICES

The Student Assistance Program is designed to recognize and offer help to any student in the Grosse Pointe School System who is experiencing personal or family problems with particular emphasis on problems related to alcohol and other drugs.

Alcohol and other drug abuse intervention and prevention services are available for students, K-12, who: (1) have alcoholic parents, (2) have been abusing alcohol or other drugs, and/or (3) exhibit behavioral, or academic problems or are experiencing stress that could be related to family or student alcohol or other drug abuse.

The purpose of the Student Assistance Program is to better serve the needs of all students and particularly to assist those whose lives are being affected by alcohol and other drugs. Methods will include:

1. Identifying students in need or at risk.
2. Assessing the nature and severity of the problem.
3. Intervening or motivating students to accept help.
4. Providing appropriate referrals either within or outside the school system.

5. Supporting students in any adjustments for a new lifestyle.
6. Helping parents understand the nature of the problem and the help and support needed.
7. Ensuring strict confidentiality. Students are referred to the program through one of three ways:
 - a. Confidential referral - Any student or adult within or outside the school can make a confidential referral if he/she thinks a student may have a problem.
 - b. Self-referral
 - c. Mandatory referral - through disciplinary action.

To make a referral or gain more information, call the School Social Worker at 313-432-3588 or stop by the office for an appointment.

STUDENT ASSISTANCE PROGRAM

The Board believes a school based K-12 student assistance program provides a means for the district to continue quality education in each classroom while providing a mechanism for addressing high risk behaviors in students which may interfere with their academic and/or social development.

The Board believes that Board policies regarding substance abuse are intended to assist in supplementing parent and community efforts. One of the district's roles is to help students make healthy decisions about the use of alcohol and drugs through education and cooperation with the community. The district shall encourage students to seek assistance by emphasizing substance abuse assessments and treatment when enforcing school behavior and athletic codes.

The objective of the district's school based student assistance program is to assist, identify, refer and follow-up with students experiencing or at high risk for problems, including, but not limited to: substance abuse, depression, suicide, incest, family violence, family problems, or health related issues.

All district and school rules and regulations, or state and federal laws, shall be enforced by district officials. Each student's rights and responsibilities shall be adhered to as the standard administrative practice regarding students' discipline and students' rights.

The Board shall establish a program or programs to provide education, assistance, and support for students affected by chemical dependency or other substance abuse-related problems, according to the following guidelines:

- a) the possession, manufacture, use, delivery, or sale of alcoholic beverages or controlled substances by students in school or district sponsored events is forbidden;
- b) reductions in length of any suspensions or extracurricular ineligibility, or withholding of expulsion may be revoked whenever a student fails to demonstrate compliance with expectations of or satisfactory progress in the student assistance program;
- c) any student judged by a district administrator to be a possible danger to himself or to others may be excluded from school until a professional evaluation is obtained;

- d) no records of a student's participation in a student assistance program shall become a part of the permanent record or cumulative file;
- e) prescription medications are exception to this policy when used by the individual for whom they are prescribed and in the manner and amount prescribed;
- f) each building administrator shall develop procedures consistent with this policy and provide for the necessary staff orientation and training for implementation;
- g) this policy shall apply to all of the district's students; and
- h) offenses accumulate from one year to the next with the consequences being applied progressively.

SUMMER SCHOOL

A course taken outside the District by a student who expects to transfer the course credit into the District, must be pre-approved by a counselor or high school administrator. If a student re-takes the same high school course in a summer school session or in a pre-approved summer school outside the District, the new grade, if higher, replaces the previous grade as long as the student has not passed a course higher in sequence since first taking the course.

TUTORIALS

All students who elect fewer than seven (7) classes each semester will automatically be assigned to tutorials during the periods they do not have regular classes. Students may request to attend available departmental learning centers, computer labs or library. Students who are removed from a class due to an attendance Drop/Fail will be assigned to that period's tutorial. The purpose of the tutorial is to gain extra help from the teacher in charge, do homework and improve studies. Students who do not abide by the policies and procedures of the tutorials will be assigned to a more restrictive program. Those students who skip their tutorial will be assigned a consequence to include detention up to and including separation from school.

WITHDRAWAL OF A COURSE

A. At the end of each school year, a student's record must show evidence of a minimum of six (6) credits attempted in grades 9-12, with an accumulated total as indicated below:

<u>By End of Grade</u>	<u>Required Attempted Credits</u>
9	6
10	12
11	18
12	24

- B. With the exception of an IEP which specifies something different, a student may withdraw from a course without penalty of a failing grade for the course if the withdrawal occurs. The district has no obligation to provide a replacement course when the student withdraws from a course:
 - 1. No later than the first two (2) weeks after the issuance of the first report card of each semester provided that the attempted credits do not fall below six (6) credits or below required minimum accumulated credits for the grade level.

2. The student's transcript and report card will reflect only earned grades. Following counselor confirmation, the student's transcript will no longer reflect the attempted-and-withdrawn semester course, the course that was dropped due to level change or semester portion of the year course. The teacher shall be notified immediately of the student's withdrawal.
- C. When a student withdraws from a course at any time later than the times specified in "C" (above) but before the final assessment of the course:
1. The student's transcript shows a "W" (withdrawn) to reflect the attempted-and-withdrawn semester course or semester portion of the year course. However, the student's grade point average will not be impacted by the "W".
 2. The teacher is notified immediately of the student's withdrawal.

STUDENT GOVERNMENT, ACTIVITIES & ATHLETICS

STUDENT GOVERNMENT

South's Student Government is referred to as the Student Association. There are also Class Councils for the Seniors, Juniors, Sophomores and Freshmen. Officers and Senators are elected by the student body in the Spring of each year. Ambassadors are appointed by the Advisor for each level of Student Government. Freshmen Officers and Senators are elected in the Fall. An interim council for incoming Freshmen is chosen in May of their 8th grade year.

STUDENT OFFICERS

Student Association Officers

President	Keely Messacar
Vice President	Audrey Becker
Secretary	Zoe Schantz
Treasurer	Maria Lianos
Historian	Frannie O'Shea
Advisor	Mike Rennell

Senior Class Officers

President	Jaquelyn Wang
Vice President	Katie Bennert
Secretary	Daphne Irby
Treasurer	Alice Scott
Advisor	Kendra Caralis

Junior Class Officers

President	Aleena Siddiqui
Vice President	Evie Klepp
Secretary	Sophie Clemens
Treasurer	Rachel Rybicki
Advisor	Meg Pierce

Sophomore Class Officers

President	Caroline Jeup
Vice President	Jacob Ashkar
Secretary	Selga Jansons
Treasurer	Meredith Tiderington
Advisor	Katie Parent

Freshman Class Officers

Freshmen elect officers after school starts in September

Advisor Shannon Sugamele

CLUBS

Grosse Pointe South High School has a wide variety of extra-curricular and co-curricular activities for students to explore and expand their interests. Meeting times and locations are announced through the school's video announcements, and with flyers, on bulletin boards in the hallways. Some activities require class registration as a pre-requisite. Unless it is recognized, combined program, students from another school may not participate. At Registration, students who wish to participate in any club or activity will be expected to pay a \$75.00 student activity fee.

Any student interested in forming a new club should contact the Student Activities Coordinator who will provide information and the appropriate application forms. The Student Activities Office is Room 131. Studies indicate that students involved in club or activities are generally more successful in school.

NATIONAL HONOR SOCIETY

The Cum Laude Chapter of the Grosse Pointe South High School National Honor Society is an organization designed to recognize students of high academic achievement and strong character who have participated and served in school clubs, school activities and in the Grosse Pointe community.

Juniors and Seniors with a Cumulative GPA of 3.33 or above at the end of their 5 semester or 7 semester, respectively will be invited to submit a Student Activity Form for consideration of membership by the Faculty Council. Invitations to apply are delivered in the month of February of each school year.

Qualification Process

Membership in the NHS is based on these four equally weighted categories:

- | | |
|-----------------------|---------------|
| 1. Scholarship | 3. Leadership |
| 2. Service Activities | 4. Character |

Teachers, counselors, and administrators, evaluate National Honor Society Candidates "Character." The numerical scale listed below is used for rating purposes:

Scale

4.0	Outstanding	2.0	Average
3.5	Excellent	1.5	Below average
3.0	Very Good	1.0	Poor
2.5	Good	0	Unacceptable

The Definition of good "**CHARACTER**" is based on the following criteria:

1. Demonstrates high standards of personal honesty, reliability, and integrity.
2. Shows courtesy, concern, and respect for others.
3. Cooperates fully with regulations and directives.

The advisor averages the ratings. A student must receive an averaged 3.0 rating for character.

Criteria For NHS Faculty Council Ratings

The Faculty Council shall review the Student Activity Information Form and faculty evaluations in order to determine membership. The five members of the council panel each vote after careful deliberation on each candidate that applies for admission. The faculty council considers the quality, range and variety of activities as well as the time spent in the areas of leadership and service. Service and leadership for the betterment of the school and community should be emphasized by the students as they complete their

Student Activity Forms. A candidate must receive a yes vote from three of five members of the panel in both categories. The NHS advisor tabulates all data in the areas of character, leadership, and service. Those receiving a majority vote of the Faculty Council are offered membership. Each candidate must sign a form stating that she/he will support the NHS constitution and the chapter By-Laws and assume the stated membership responsibilities before being accepted.

The selection of new, active members shall be held in the spring of each school year.

STUDENT ACTIVITIES / ATHLETIC COMMUNICATIONS

Video/public address announcements will be made each day at the beginning of the third period. These messages will focus on student activities/athletics and other pertinent information for students and faculty.

Announcements should be brief and bear the signature of a faculty member, advisor, or coach.

All messages must be approved by the Assistant Principal - Administrative Services. Emergency announcements will be made as the situation dictates. Athletes will be notified of cancellation of games or practices or other schedule changes by the Assistant Principal - Athletics.

INTERSCHOLASTIC SPORTS

Athletic Offerings and Home Contest Site

FALL SPORTS

Cross Country – Boys & Girls.....	Patterson Park
Field Hockey – Girls’.....	GP South Stadium
Football.....	GP South Stadium Field
Golf – Girls’.....	Plumbrook
Soccer – Boys’ – Varsity/JV.....	GP South Stadium
Soccer – JV B.....	Barnes
Swim/Dive – Girls’.....	Boll Athletic Center
Tennis – Boys’.....	Elworthy Tennis Courts
Cheerleading.....	GP South Main Gym
Volleyball – Varsity/JV/Freshman.....	GP South Main Gym

WINTER SPORTS

Basketball – Boys’– Varsity/JV.....	GP South Main Gym
Basketball – Boys’ – Freshman.....	GP South Main Gym/Boll Athletic Center
Basketball – Girls’ –Varsity.....	GP South Main Gym
Basketball – Girls’ – JV/Freshman.....	GP South Main Gym/Boll Athletic Center
Gymnastics.....	GP North Main Gym
Ice Hockey Boys’.....	Fraser Hockey Land
Ice Hockey Girls’.....	East Side Hockey Arena
Swim/Dive – Boys’.....	Boll Athletic Center
Wrestling.....	GP South Main Gym
Cheerleading.....	GP South Main Gym
Synchronized Swim.....	Boll Athletic Center

SPRING SPORTS

Baseball – Varsity.....	GP South Diamond
Baseball – JV/Freshman.....	Elworthy, or GP South Diamond
Golf – Boys..’.....	Gowanie Golf Club, Mt. Clemens
Softball – Varsity.....	GP South Softball Diamond
Softball – JV.....	Messner, or GP South Softball Diamond
Soccer – Girls’ – JV / Varsity.....	GP South Stadium
Tennis – Boys’.....	Elworthy Tennis Courts
Track – Boys’ & Girls’.....	GP South Stadium
Lacrosse – Boys’.....	GP South Stadium
Lacrosse – Girls’.....	GP South Stadium
Crew – Boys’ and Girls’.....	Detroit Boat Club
Sailing – Coed.....	Grosse Pointe Yacht Club

Macomb Area Conference School Locations

Sport schedules and locations can be accessed at gpsouthathletics.com

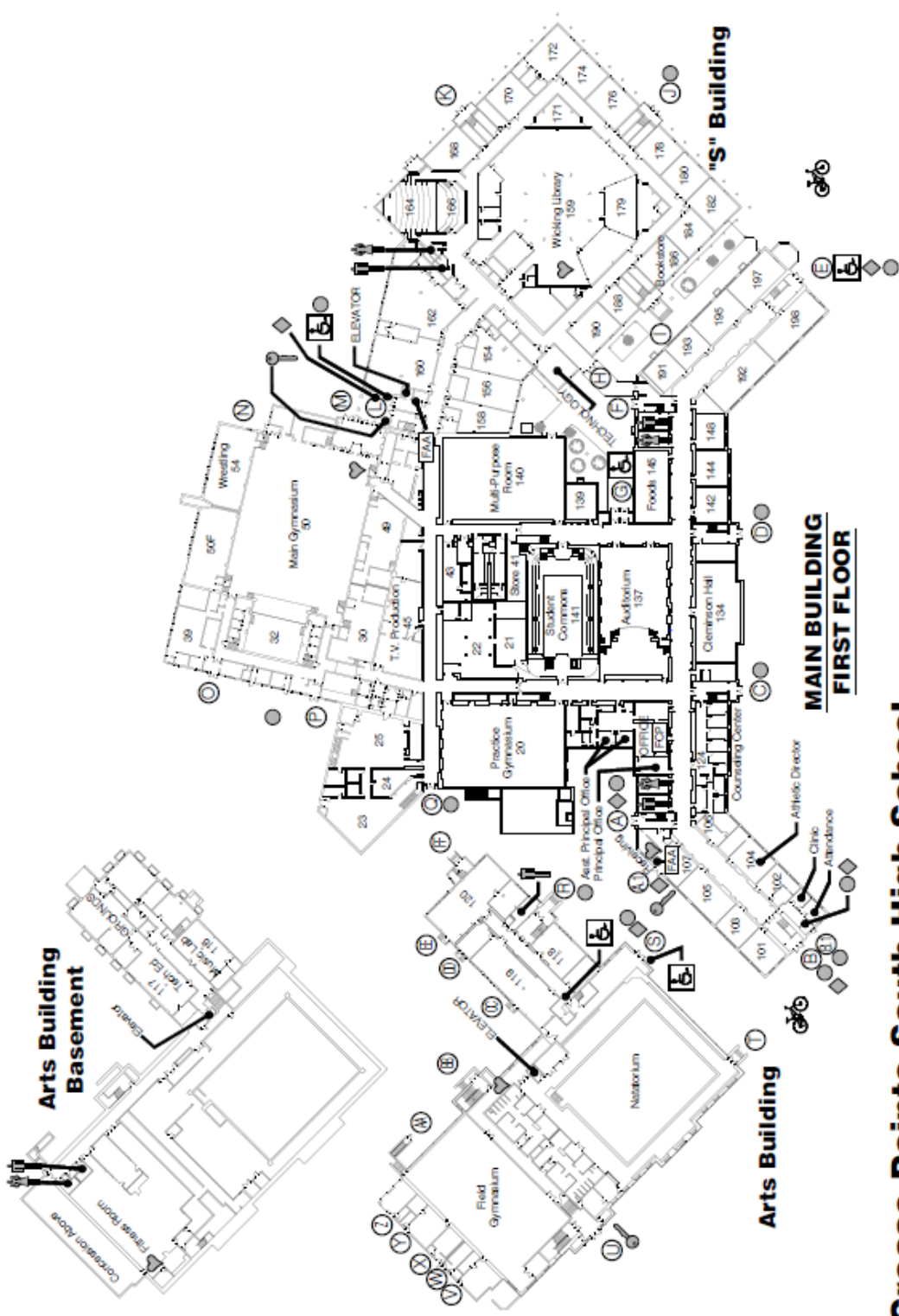
ADMISSION PRICES FOR ATHLETIC EVENTS

NOTE: Common ticket prices have been set for all Macomb Area Conference athletic games by the MAC Athletic Directors. These are as follows:

Freshmen/Jr. Varsity/Varsity Games \$5.00

Student Sport Pass - \$62.00 (at registration)

NOTE: Senior citizens may attend any Grosse Pointe South regular season home contests free

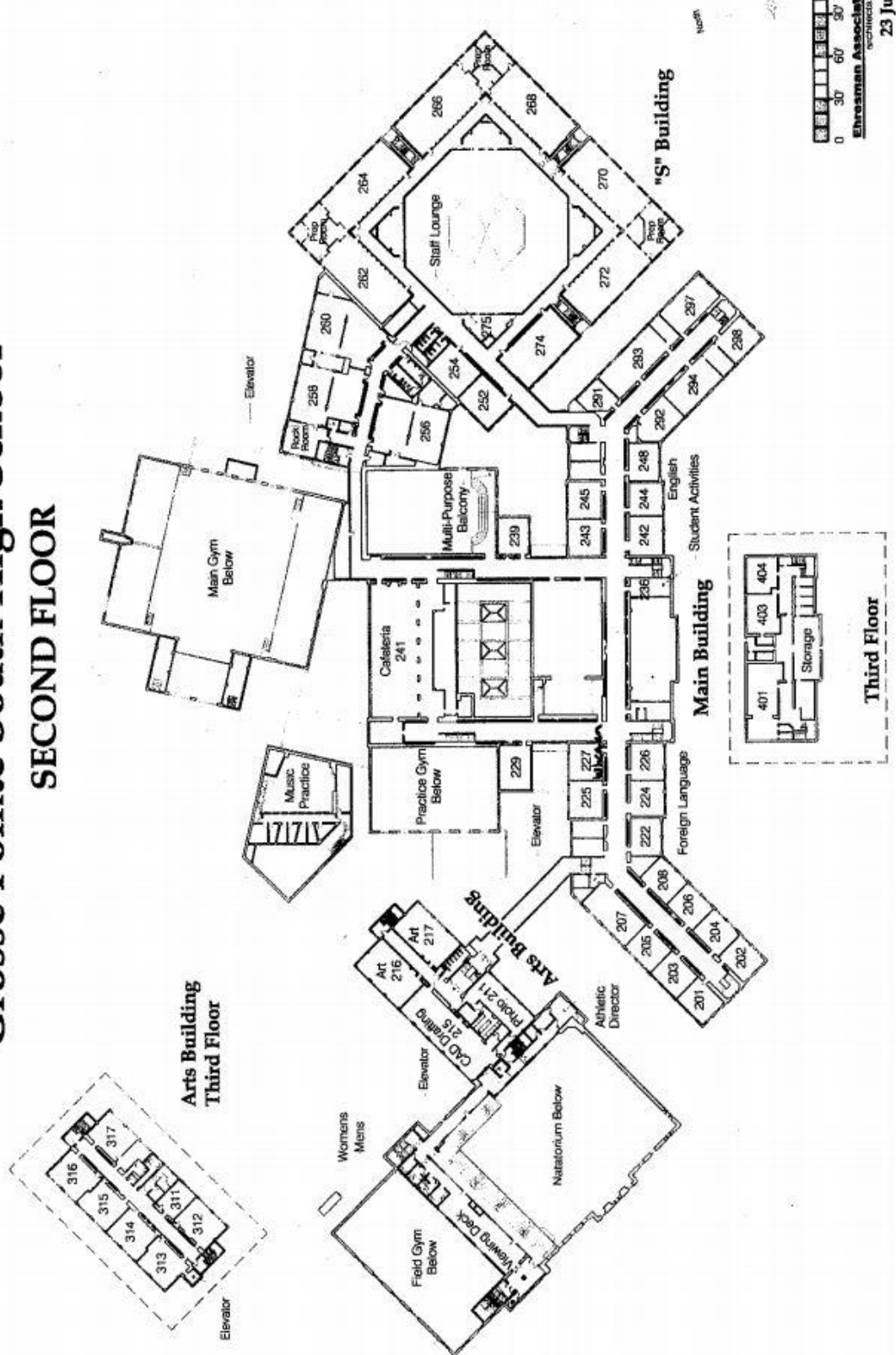


Grosse Pointe South High School

11 Grosse Pointe Blvd.
 Grosse Pointe Farms, MI 48236
 313.432.3500

Grosse Pointe South High School

SECOND FLOOR



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