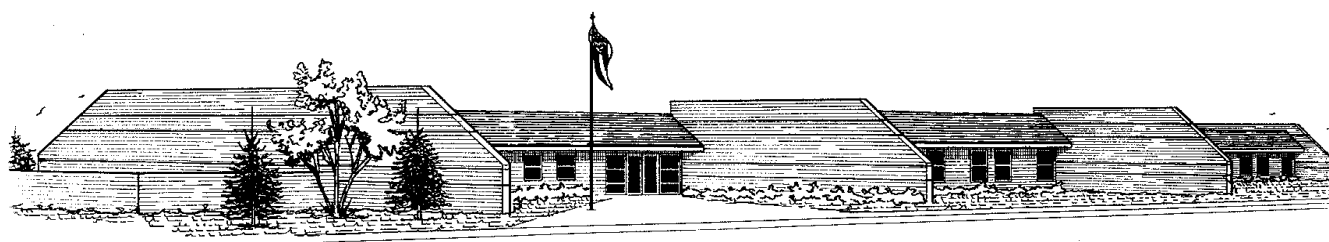


Student Parent/Guardian Handbook

2019-2020



Huron Area Technical Center

**Helping Inspire Success and Dreams
Since 1986**

1160 S. Van Dyke
Bad Axe, MI 48413

Phone: 989-269-9284

24 Hour Attendance Hotline: 989-269-3405

Fax: 989-269-2844

www.huronisd.org

HURON INTERMEDIATE SCHOOL DISTRICT
BOARD OF EDUCATION

Janice Holz, President
Gene Holdwick, Vice President
Emily Turner, Executive Secretary
Michael Krause, Treasurer
Christopher Jahn, Trustee
Joseph Murphy, Assistant Secretary

MISSION STATEMENT

The Huron Area Technical Center accepts the challenge to provide each individual and business with access to career and technical education which meets the changing needs of our global society. We expect all learners to strive toward their highest potential and to become lifelong learners, thereby improving quality of life.

NONDISCRIMINATION POLICY

It is the policy of the Huron Intermediate School District not to discriminate on the basis of race, color, religion, national origin or ancestry, sex, gender, disability, age, height, weight, marital status, genetic information, or any other legally-protected characteristic, in its programs, activities, or employment. Inquiries regarding this nondiscrimination policy should be directed to the Superintendent, Huron Intermediate School District, 1299 S. Thomas Road, Suite 1, Bad Axe, Michigan 48413; (989) 269-6406

HISD Compliance Officers

Age Discrimination Act of 1975

[Joseph W. Murphy](#) , Superintendent (989) 269-6406

Section 504 of the Rehabilitation Act of 1973

Title VI of the Civil Rights Act of 1964

Title IX of the Education Amendments of 1972

Title II of the Americans with Disabilities Act of 1990

[Joseph W. Murphy](#) , Superintendent (989) 269-6406

[Carol Brown](#), Director of Special Education (989) 269-9216

McKinney-Vento District Homeless Liaison

[Theresa Hessling](#), Assistant Principal (989) 269-3442

Title III Administrator- Language Acquisition Program (LAP)

[Karen Currie](#), Director of General Education (989) 269-3465

WELCOME TO THE HURON AREA TECHNICAL CENTER!!

On behalf of the Huron Intermediate School District Board of Education, the administration, instructors, and staff of the Huron Area Technical Center, Welcome!

The HATC prepares students for successful futures. Our programs and services are designed to develop each student's academic, technical, and employability skills in preparation for the workplace and/or postsecondary education.

The Huron Area Technical Center is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents, and students must assume a responsible role in promoting behavior that enhances academic and social success.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. Each student is issued a Student-Parent/Guardian Handbook that describes the policies and procedures governing the Huron Area Technical Center. Your safety and that of your classmates is our first priority.

The HATC emphasizes the value of daily attendance to earn credit and on student achievement. You are scheduled to attend the HATC 2 1/2 hours per day; and depending on your career-technical education program, you may learn in groups or individually with a great deal of hands-on instruction on technical equipment or at a computer station.

Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. You will be treated with respect while you are with us. Your classmates, instructors, and administration expect the same from you.

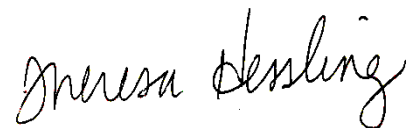
The program instructor will review the Handbook and program specific regulations. We ask that you and your parent/guardian take the time to read the Handbook, complete the authorization form, and return it to your program instructor as soon as possible.

If you have questions regarding our policies and procedures, please see your program instructor or stop in at the Main Office. Let's work together to make it a great year!

Sincerely,



Lane Walker
CTE Director/Principal



Theresa Hessling
Assistant Principal

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HURON AREA TECHNICAL CENTER STAFF DIRECTORY

ADMINISTRATION/SUPPORT STAFF

CTE Director/Principal Lane Walker
Assistant Principal Theresa Hessling
Secretary/Receptionist Shelli Gordon
Secretary/Receptionist Dolores Gorkowski

TECHNOLOGY STAFF

HISD Technology Coordinator Tom Kuras
Technology Assistant Jim McNeil

STUDENT & CAREER SERVICES:

Student Services Specialist Sandi Smith

CTE PROGRAM INSTRUCTORS / PARAPROFESSIONALS

Automotive Technology Instructor Terry Tuckey
Construction/Building Technology Instructor Tim Geiger
Construction/Building Technology Paraprofessional Kyle Wagester
Construction/Building Technology/Electrical Instructor Kenneth Errer, Jr.
Cosmetology Instructor Teri Baranski
Cosmetology Paraprofessional Maggie Mcknight
Career Technical Center Paraprofessional Tristin Pennington
Health Sciences Instructor Kayla Champagne
Health Sciences Paraprofessional Debra Grifka
Hospitality/Food Service Instructor John Miles
Law Enforcement/ Public Safety Instructor Brett Mosher
Marketing Instructor Amber Blackstock
Mechanical/Architectural, Engineering & Design Technology Instructor Matthew Ruth
Power Technology Instructor Gary Gliniecki
Power Technology Paraprofessional Steven Riske
Professions in Education Instructor Jillian Chiotti-Steinman
Professions in Education Paraprofessional Jenifer Campbell
Visual Communications Casey Turner

MAINTENANCE SERVICES

Head Custodian Craig Heilig
Custodian Scott Stirrett
Custodian Brent Smalley

HURON AREA TECHNICAL CENTER CAREER TECHNICAL EDUCATION PROGRAMS

The Huron Intermediate School District provides career/technical education opportunities for Bad Axe, Caseville, Harbor Beach, E.P.B.P. Laker, North Huron, Owendale-Gagetown and Ubly School Districts. At the Huron Area Technical Center, residents of these districts participate in Career/Technical programs and explore activities in preparation for employment or postsecondary education.

| LOCAL SCHOOL | AM HATC CTE SCHEDULE | | PM HATC CTE SCHEDULE | |
|---|------------------------------------|---------------------------|-------------------------------------|--------------------------|
| | Beginning Time 8:15 | End Time 10:45 | Beginning Time 11:55 | End Time 2:25 |
| Local School Bus / Arrival and Departure Schedules | | | | |
| BA | 8:05 | 11:02 | 11:45 | 2:17 |
| CS | | | 11:55 | 2:15 |
| HB (M-TH) | 8:10 | 11:00 | 11:35 | 2:20 |
| HB (FRI) | 8:10 | 10:30 | 11:35 | 1:15 |
| LK | 8:10 | 10:45 | 11:45 | 2:30 |
| NH | 8:15 | 10:45 | | |
| OG | 8:20 | 11:00 | | |
| UB | 8:25 | 11:00 | 11:30 | 2:25 |

Unscheduled School Cancellations

In cases of inclement weather or other emergencies that would cause the HATC to be closed, an announcement will be made on radio stations, WLEW 1340 AM and 102.1 FM, Bad Axe and WNEM TV-5. If the local school district is closed due to inclement weather but the HATC is open, those students are not to attend the HATC and will not be marked absent.

Grading and Reporting Policy

During the course of the school year, Huron Area Technical Center students are evaluated by their program instructor on achievement, career skills and attendance over a nine-week basis making four reporting periods. Student Grade information is generated at the end of each marking period and sent to each student's home school for record keeping and distribution. Students with a "C-" or less will receive a mid-term progress report. Instructors are encouraged to use progress notices for positive news as well. Our intent is to maximize opportunity for parents to be aware of their student's progress. Student semester grades will be calculated based on the averaging of the two marking period grades and a semester exam if applicable to the program.

The standard letter grade (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, I, CR, NCR) will be reflected on the report card and progress report.. A student's grade is determined by the following performance standards:

| 60% of the grades is based on academic performance from skills such as: | 40% of the grade is based on daily work ethic in the following: |
|--|---|
| Hands on task Technical reading Quizzes Tests Journals Etc. | Attendance / Punctuality Personal Management Positive Attitude Initiative / Effort Cooperation Time Management Safety Practices Following Directions |

Academic standard = 60%

Work ethic standard = 40%

HATC "Career Skills" are incorporated continuously. Career Skills are based on the National Career Cluster Foundation Skills, the Michigan Employability Skills, and suggestions and from business and industry research. Unexcused absences have a negative impact on grades, just as they do with a paycheck on the job.

CAREER SKILLS

1. Demonstrate Personal Management Skills

- Work effectively in teams in diverse work situations
- Use conflict management skills
- Produce QUALITY work in QUANTITY to meet industry standards
- Demonstrate work habits/employability skills to enter, advance and compete in the workplace

2. Perform Specific Occupational Skills

- Perform Occupational Skills in the workplace to industry standards
- Demonstrate Occupational Knowledge and Skills to criteria set in the program
- Use academic skills of math, language arts (communication), science and social studies as required to complete occupational tasks

3. Perform Technology Skills

- Acquire, organize, analyze and present information using technology
- Use technology in a responsible, ethical manner to accomplish personal, academic, and career related goals
- Use technology to research and solve problems

4. Demonstrate Employability and Career Development Skills

- Use personal assessment information to decide on a career plan
- Develop career goals and steps needed to meet them
- Use technology to prepare for a career and further education
- Use Employability Skills (job seeking skills such as job application, resume, interview, portfolio) to obtain a job

5. Use Systems Thinking

- Use Systems Thinking to solve specific occupational problems
- Understand Systems Thinking operating within a specific career cluster
- Use a problem-solving model as part of Systems Thinking to produce continuous improvement
- Use problem-solving tools appropriate to the work place (such as charts, graphs, bone diagrams, Gantt charts, affinity diagrams, etc.)

6. Demonstrate Life-Long Learning

- Use technology as a tool and a resource while continuing to learn
- Use career development and preparation skills to focus on personal next steps in the learning process
- Transfer knowledge and skills to new situations

7. Use Effective Workplace Communication Skills

- Communicate to industry standards (read, write, speak, listen)
- Follow written and oral directions
- Discern difference between factual information and opinion

ATTENDANCE

The Huron Intermediate School District emphasizes that regular daily attendance is necessary for achievement, as well as for developing the habits of punctuality, dependability, and self-discipline. Michigan law places responsibility on each student to attend school on a daily basis, and on each parent/guardian to send their child to school on a daily basis. **Accordingly, program attendance factors into a student's course grade and amount of credit earned.** Attendance letters/phone calls to parent or guardians will be made in instances of excessive student absences.

Regular attendance is especially important for career technical education students because:

- Skills developed by working with equipment and technology in a laboratory setting under the supervision of a qualified teacher cannot be developed when the student is not present.
- Laboratory experiences and classroom instruction cannot be replicated after hours in make-up sessions.
- Just as workers earn wages/salary for services/skills performed on the job, HATC students earn daily credit by being present and successfully completing assigned tasks.

| | |
|----------------------------|---|
| Types of Absences | <p>The only excused absences are absences which are excused by the home school for school functions such as: sports, testing, professional development days, etc., all others are considered an absence.</p> <ul style="list-style-type: none">■ The purpose of the attendance policy is to maintain academic standards for earning grades and credits■ The instructor will inform students of the attendance policy■ Three (3) tardies equal an absence■ Local school district attendance policies will be honored regarding credit / no credit. Local districts will notify HATC when a student loses credit■ Students will contact instructor for make-up work or make-up time■ Poor attendance will impact a student's performance |
| Tardies | <p>Students arriving after their scheduled class time will be marked tardy. Students missing more than one hour of class time will be considered absent. Students who are tardy three times per semester will be given an absence for one day. If tardiness becomes a problem, the student is subject to the appeal process.</p> |
| Early Dismissal | <p>Students are expected to be in their CTE program from the start of each session to its conclusion. Students are not permitted to leave the HATC premises without the direct approval of HATC administration and until parent/guardian has been contacted.</p> <p>A student who has permission to leave must sign out in the Main Office before leaving the premises. The parent/guardian must report to the Main Office to pick up their student. A student who leaves the HATC or CTE program without permission is subject to immediate suspension.</p> |
| When You Are Absent | <ol style="list-style-type: none">1. Parents call the HATC Hotline (989-269-3405)<ul style="list-style-type: none">➤ Provide supporting documentation2. Review absences with Program Instructor |
| When You Are Tardy | <ol style="list-style-type: none">1. Report to the Main Office and sign-in<ul style="list-style-type: none">➤ Provide supporting documentation➤ Pick up tardy slip / required for admittance to class |
| Notification | <p>For each absence, the program instructor will meet with the student to review their attendance; the negative impact absences have on the student's ability to learn required skills; and the effect of absences on their grade and credit. Daily attendance is reported to a student's local school district.</p> <ul style="list-style-type: none">• Student Attendance information is available by:<ul style="list-style-type: none">○ Logging on to "Skyward Family Access" on the HISD website○ Contacting the Local School District in which student is enrolled○ Contacting the Huron Area Technical Center |

**Business / Industry
Standard**

Business / Industry Standard = 95% Attendance

Attendance is closely linked with success in school and is related to punctuality, dependability and Self-discipline.

| % ATTENDANCE PER SEMESTER | PROCEDURE / STANDARD | NOTIFICATION |
|---------------------------|--|-----------------------|
| 0 | Perfect Attendance | Certificate |
| 1 – 4 | Outstanding Attendance | Certificate |
| 5 | Below Industry Standard | Instructor |
| 8 | Internship will be terminated with a two-week notice & an “E” given. | Placement Coordinator |

STUDENT DIRECTORY INFORMATION

All parents and guardians of students under eighteen years of age, and all students eighteen years of age or older, have the right to examine the official record, files, and data of the school directly related to the student. They also have the right to challenge the content of student records for accuracy and fairness.

Please be informed that the Family Educational Rights and Privacy Act requires the school district to publicly notify the parent that certain student directory information will be released upon request unless the district is notified in writing by the parent or the adult student not to do so. The following is a summary of those identified by Board policy as being student directory information:

The student's name, address, telephone number, picture, name of 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 student.

Written notification prohibiting release of information should be submitted to: Principal, Huron Area Technical Center, 1160 S. Van Dyke, Bad Axe, MI 48413.

STUDENT RIGHTS AND RESPONSIBILITIES

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health and welfare of all students in each school.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom.

All students should recognize the consequences of their language, manners, and actions toward each other and school staff. Students need to understand that they benefit from an orderly school operation, as members of the school community, and acknowledge their responsibility to promote a good learning environment.

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal.

MICHIGAN STATE BOARD OF EDUCATION POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age. The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct. In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implements a system of school-wide positive behavior support strategies. Adopted September 12, 2006

STUDENT CODE OF CONDUCT/POSITIVE BEHAVIOR SUPPORT

The Huron Area Technical Center is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, parents and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful and responsible behavior fosters a positive climate for the learning community.

The Code of Student Conduct and Positive Behavior Support will be administered uniformly and fairly, without partiality or discrimination.

In most cases, disciplinary offenses will be addressed by the classroom instructor who will document “minor” offenses and maintain a follow-up service log in a secure location. Infractions documented as “major” offenses require immediate referral to an administrator.

It is the intent that discipline will become a learning process for students. Part of this learning process is the positive reinforcement that will occur after any disciplinary procedure. This follow-up procedure will take place with the program instructor following minor disciplinary infractions, and with administrators and/or instructors following major disciplinary actions. The point is for students to learn from mistakes, move on, and not repeat the offense.

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| Expectations for all Students | <ul style="list-style-type: none">• Safety—Students are expected to exercise good judgment in matters concerning safety at all times.• Professionalism—As aspiring professionals, students are expected to conduct themselves in a manner appropriate for the work place and maintain ethical standards of truthfulness, integrity, and accountability.• Attendance—Students are expected to be physically present and mentally prepared to learn every day.• Respect—Students are expected to demonstrate respect for others and their property at all times.• Knowledge—Students are expected to come to class prepared, fully engage in the learning process, and study course material to gain mastery of the content. |
|--------------------------------------|---|

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|---|---|
| When and Where the Code of Student Conduct Applies | <p>The Code of Student Conduct applies before, during, and after school:</p> <ul style="list-style-type: none">• When a student is at school. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.• When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.• When a student is using school telecommunications networks, accounts, or other district services. |
|---|---|

MINOR AND MAJOR VIOLATIONS

Depending on severity or repetition, a **MINOR** violation may be reclassified as a **MAJOR** violation.

Minor Violations

- | | |
|--|--|
| Cheating/Academic Misconduct | A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline. |
| Defiance/Disrespect/Non-Compliance | Brief or low-intensity failure to respond to adult requests. |
| Disruption | Low-intensity, but disruptive. |
| Inappropriate Displays of Affection | Student engaging in inappropriate displays of affection, such as kissing or long embraces of a personal nature. |
| Inappropriate Physical Contact | Non-serious, but inappropriate physical contact. |
| Inappropriate Verbal Language | Low intensity instance of inappropriate language. |
| Property Misuse | Low-intensity misuse of property. |

| | |
|-----------------------------|--|
| Dress Code Violation | <p>Student wears clothing that does not fit within the dress code guidelines practiced by the school/district. Students are expected to arrive dressed appropriately for their program based on instructor's guidelines. Students shall observe modesty, cleanliness, and neatness in clothing and personal appearance. In addition:</p> <ol style="list-style-type: none"> 1. Hats may not be worn in the public areas of the building at any time. 2. Clothing with references to sex, drugs, alcohol, tobacco, racism, harassment and/or displaying inappropriate images or language disruptive to the educational environment may not be worn. 3. Clothing must be clean, properly fitting and safe and appropriate for the workplace and program. 4. Items that are revealing or provocative are unacceptable. Sleeveless tops are acceptable but must not be low cut and must cover the entire shoulder. No tank tops or spaghetti strap tops for girls and no muscle shirts for guys. 5. The abdominal area should not be exposed, there can be no gap, front or back, between upper and lower garments while standing or sitting. |
| Cell Phones | Cell phones are to be turned off and out of sight during class hours unless otherwise permitted by their instructor. It is against policy to take pictures or videos during school. Phones can be confiscated and require parent to pick up. |
| Tardiness | Student is late to class or the startup of the school day/leaves early. |
| Other | Any other minor problem behaviors that do not fall within the above categories. |

Major Violations

| | |
|---|--|
| Inappropriate/Abusive Gestures and Language | Verbal, written or electronic messages that include swearing, name calling or use of words or gestures in an inappropriate way toward students or staff members. |
| Arson | Student plans and/or participates in malicious burning of property. |
| Attendance Issues | Student leaves class/school without permission or stays out of class/school without permission. |
| Bomb Threat/False Alarm | Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion. |
| Bullying | The repeated abuse of an individual over time by other students can include making written or oral innuendoes, comments, jokes, insults or disparaging remarks concerning a person's appearance, gender, national origin, religious beliefs, etc. It also might include making insulting or threatening gestures, hitting, hissing or spitting toward a fellow student or staff person. (refer to Bullying section on p.15 & 16) |
| Cheating/Plagiarism in the use of Technology | A student will not use any technology or electronic device as a means of cheating and/or plagiarizing. |
| Combustibles | Students in possession of substance/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid). This also applies to students handling, transmitting, concealing, or using any of the above substances or objects. |
| Defiance/Disrespect/Insubordination | Refusal to follow directions or rules, talking back and/or socially rude interactions. |
| Disruption | Causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. |
| Dress Code Violation | Students will wear protective clothing, safety glasses and shoes in accordance with the HATC General Safety Procedures and program rules. |
| Drugs/Alcohol/Smoking | Student is in possession of, or is using any tobacco product. "Any tobacco product" includes but is not limited to cigarettes, cigars, spit tobacco, snus, tobacco strips and sticks, dissolvable tobacco products, |

hookah, e-cigarettes, electronic nicotine delivery devices (vapes) and any new and emerging tobacco products. Student is in possession of, or is using illegal drugs/substances or imitations. Student is in possession of, or is using alcohol.

| | |
|--|--|
| Extortion | Student makes another person do any act against his or her will, by force or threat of force, expressed or implied. |
| Fighting/Physical Aggression | Actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). |
| Forgery | A student being responsible for having signed a person's name without that person's permission. |
| Fraud | A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value. |
| Harassment | Student delivers disrespectful messages (verbal, electronic or gestures) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin; disabilities or other personal matters. (Protection from Harassment Act 1997.) |
| Indecent Exposure | Students will not expose any part of their body that is considered to be indecent. |
| Leaving School Without Permission | A student who has arrived on school property may not leave the premises without permission of school personnel and the student's parents. |
| Lying | Student delivers message that is untrue and/or deliberately violates rules. |
| Misuse of Equipment/Property | Student deliberately misuses or impairs equipment/property. |
| Physical Assault | <p>A student will not physically assault another person.</p> <ul style="list-style-type: none"> • If a student enrolled in grade 6 or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days. (MCL 380.1310 [1]) • If a student enrolled in grade 6 or above commits a physical assault at school against a person employed by, or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5). (MCL 380.1311a[1]) • "Physical assault" means intentionally causing or attempting to cause physical harm to another through force or violence. (MCL 380.1310[3][b]) |
| Safety Violation | <p>Any behaviors that could reasonably be expected to cause injury or harm. Any violation of HATC program safety guidelines.</p> <p>Safety is an important concern of everyone at the HATC. The program instructor will train you in the proper use of equipment and inform you of any protective glasses and clothing that may be required by Federal and State laws. Students are asked to exercise good judgment in matters concerning safety at all times. Take time to become familiar with your safety procedures.</p> <p>HATC has a zero-tolerance policy for deliberate misuse of equipment and gross disregard of safety regulations.</p> |
| Sexual Assault | <p>A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2])</p> <p>"Criminal Sexual Conduct" means a violation as set forth in Chapter LXXVI of the Michigan Penal Code. (MCL 750.520b to MCL 750.520g).</p> |

| | |
|--|--|
| Sexual Harassment | Includes making unwelcome sexual advances, engaging in improper physical contact, making improper sexual remarks, or otherwise creating an intimidating, hostile or offensive learning environment. All students and staff are expected to conduct themselves with respect for the dignity of others. |
| Substitute Teachers | Whenever students participate in a class directed by a substitute teacher they are to sit in their assigned seats and avoid behavior that is detrimental to the achievement of their own or to other students' educational goals. Students reported to the office as disruptive may be suspended. |
| Theft/Possession of Stolen Property | Student is in possession of, having passed on, or being responsible for removing someone else's property. |
| Third Minor Offense | Three minors becomes a major, therefore a referral to administration. |
| Transportation Issues | Student violates transportation policy. Students are transported to and from their local high schools on the regularly scheduled bus/van transportation system provided by their school district. Students are not permitted to drive, walk, or bike to and from the center. Students may be given permission to drive at the discretion of the Administration. All variances in transportation require a driving permit (Appendix B). |
| Trespassing | Students will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities. |
| Vandalism/Property Damage | Student participates in an activity that results in substantial destruction or disfigurement of property. |
| Weapons | Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm. A legitimate tool is also considered a weapon if used inappropriately or without permission. |
| Weapons - Dangerous Instruments | A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A "dangerous instrument" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, Chemical Mace, pepper gas or like substances; stun guns; BB guns; pellet guns; razors; or box cutters. MCL 380.1311 and MCL 380.1313. |
| Written/Verbal/Physical Threats or Coercion | Student threatens or coerces another person verbally, in writing or electronically. |
| Other | Problem behavior causing this referral is not listed above. Staff using this area will specify the problem behavior observed. |

VIOLATIONS OF THE STUDENT CODE OF CONDUCT

Student misconduct is classified into two categories. The definitions of misconduct for each category are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

Intervention Strategies for Minor Violations

School district staff may use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for MINOR violations. Possible school responses to MINOR violations are:

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

Intervention Strategies for Major Violations

The staff will refer MAJOR violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board will act to impose any mandatory sanctions. A teacher may issue suspensions for up to one day. The principal or assistant principal may issue short-term suspensions. The district's board of education or its designee may issue long-term suspensions or expulsions. Possible school responses to MAJOR violations are:

- Any response to a MINOR violation
- Recommendation to school district board of education or its designees for long-term suspension or expulsion
- Denial of driving privileges

Failure to Follow Prescribed Intervention (Separate Violation)

If a student fails to comply with the terms of the disciplinary action, such failure is a separate violation of the Code of Student Conduct, at the same level for which the student was initially disciplined; the student may be disciplined for the additional violation.

Staff Authority

The authority of any member of the school staff extends to all school district students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

Suspension of a Student by a Teacher

A teacher may suspend a student for his or her conduct in a class, subject or activity when the student's behavior is unruly, disruptive, or abusive to the extent that it interferes with the teacher's ability to effectively teach the class, subject, or activity, or the student's behavior interferes with the ability of other students to learn.

For all other conduct, the teacher must handle the matter in accordance with the standard disciplinary process used in the school building. The teacher may also elect to not exercise the teacher suspension rights provided in this policy, and handle the matter in accordance with the standard disciplinary process used in the school building.

DUE PROCESS PROCEDURES

Short-Term Suspension

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

If the misconduct is found, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short-term suspensions. Students whose presence pose a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

The student and parent/guardian shall be notified of the circumstances and action taken.

Long-Term Suspension or Expulsion

If recommended by the principal or assistant principal, the school's board of education or its designee shall conduct a hearing to determine whether to impose a long-term suspension or expulsion.

The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing.

The board of education or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the board of education may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student." (MCL 15.268[b]).

The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the board of education or its designee shall issue a decision, including a determination of disciplinary action.

School Activities

A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school activity, regardless of location, during the suspension (including weekends and/or holidays).

Maintaining Class Progress

When appropriate in the judgment of the principal, a suspended student may maintain academic progress under the terms and conditions set by the principal.

Appeal to Board of Education for Reconsideration

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

Interviews of Students by Police or Other Public Agencies

The school district endeavors to cooperate with law enforcement agencies. Students may be interviewed in school by law enforcement officials. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) seriousness of the incident; (3) age and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

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

Notification to Law Enforcement Agencies State law requires each school board to comply with the statewide school safety policy adopted by the superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308). The statewide school safety policy requires the following types of incidents occurring at school be reported to a local law enforcement agency:

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| Armed Student or Hostage | Robbery or Extortion |
| Suspected Armed Student | Unauthorized Removal of Student |
| Weapons on School Property | Threat of Suicide |
| Death or Homicide | Suicide Attempt |
| Drive-By Shooting | Larceny (Theft) |
| Physical Assault (Fights) | Intruders (Trespassing) |
| Bomb Threat | Illegal Drug Use or Overdose |
| Explosion | Drug Possession or Drug Sale |
| Arson | Vandalism or Destruction of Property |
| Sexual Assault | Minor in Possession of Alcoholic Liquor or |
| (Criminal Sexual Conduct) | Tobacco Products |
| Bus Incident or Bus Accident | |

Lockers All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the public school principal or his/her designee.

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

Search of Locker Contents Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parent/guardian or pupil consent.

The public school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

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

**Drug Free
Environment Policy**

The Drug-Free Workplace Act of 1988, Subtitle D, Section 5152 and the Drug Free Schools and Communities Act Amendments of 1989, PL No. 101-226, requires that the Huron Area Technical Center maintain an environment free from the unlawful manufacture, distribution, dispensation, possession or use of controlled substances or alcohol. The unlawful manufacture, distribution, dispensation, possession or use of drugs and alcohol is prohibited on any site where activities occur by individuals on behalf of the Huron Area Technical Center.

**FEDERAL EDUCATION RIGHTS AND PRIVACY ACT (FERPA)
NOTIFICATION OF DIRECTORY INFORMATION**

In compliance with federal regulations, the Huron Intermediate School District has established the following guidelines concerning student records.

1. The principal of the Huron Area Tech Center campus programs is responsible for the processing and maintenance of all student records. His office is located at 1160 South Van Dyke, Bad Axe, MI 48413. The phone number is 989-269-3437.
2. Each student's records will be kept in a confidential file located at the Huron Area Tech Center campus. The information in a student's record file will be available for review **only** by the parents or legal guardian of a student, an adult student (18 years of age or older), and those designated by Federal law or District regulations.
3. A parent, guardian, or adult student has the right to request a change, or addition to a student's records and together obtain a hearing with District officials or file a complaint with the U.S. Office of Education if not satisfied with the accuracy of the records or with the District's compliance with the Federal Education Rights and Privacy Act.
4. The district has established the following information about each student as "Directory Information" and will make it available upon a legitimate request, unless a parent, guardian, or adult student notifies the Records Control Officer **in writing** within 10 days from the date of this notification that she/he will not permit distribution of any or all such information:

Learner's name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; awards received; or any other information which would not generally be considered harmful or an invasion of privacy, if disclosed.

5. A copy of the Board of Education's Policy and the Federal Law are available at Huron Intermediate School District Administrative Office located at 1299 S. Thomas Rd., Suite 1, Bad Axe, MI 48413

BULLYING

It is the intent of the Huron Area Technical Center to provide a safe and nurturing educational environment for all of its students. Bullying toward a student, whether by other students, staff or third parties, including Board members, parents, guests, contractors, vendors, and volunteers is strictly prohibited. Huron Area Technical Center provides "an assurance of confidentiality for an individual who reports an act of bullying and procedures to safeguard that confidentiality" (MCL 380.1310b(5)(j)).

"Bullying" is defined as any gesture or written, verbal, psychological, graphic, physical act, or any **cyberbullying** through electronic communication (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;

- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

ELECTRONIC INFORMATION ACCESS AND USE POLICY

The Huron Intermediate School District encourages and strongly promotes the use of electronic information technologies in educational endeavors. The HISD provides access to information resources available in a variety of electronic formats, and for the development of information management skills. Together these allow learners to access current and relevant resources provide the opportunity to communicate in a technologically rich environment, and assist them in becoming responsible, self-directed, lifelong learners.

The HISD's information technologies are the district's property and are intended for educational purposes. The HISD retains the right to access and review all electronic and voice mail communications, computer files, databases and any other electronic transmissions contained in or accessed by district information technologies.

Users have no reasonable expectation that any information contained on any HISD information technologies is confidential or private. The district's system is not a public forum and access to the technology is a privilege and not a right.

The HISD makes no warranties of any kind, whether expressed or implied for any reason regarding the availability of its information technologies, including but not limited to the loss of data. All HISD information technologies are provided on an "as is, as available" basis.

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| District Definitions | Equipment includes, but is not limited to, computers, disk drives, printers, scanners, networks, video and audio recorders, cameras, photocopiers, phones and other related electronic resources. Software includes, but is not limited to, computer software, print and non-print resources. Networks include, but are not limited to, all voice and data systems. Users include anyone who is accessing or using HISD equipment, software, or networks. |
| District Responsibility | <p>HISD is responsible for the management of the structure, hardware and software that the district uses to allow access to information technologies for educational purposes. These include:</p> <ul style="list-style-type: none">• developing and implementing an Electronic Information Access and Use Policy• developing and enforcing use regulations at each network site• defining the rights/responsibilities of Users• providing resources that support the mission of the HISD• assigning and removing of member accounts on the network(s)• providing training and information on new technologies, software, and media as they are acquired and put into use in the district• maintaining and repairing of equipment that comprise the network(s)• selecting software that the network will support• setting quota limits for disk usage by users of the HISD servers (Internet and LAN)• establishing procedures for the disabling or otherwise modifying any technology protection measures <p>HISD will designate a system administrator who will manage the system and make the final determination as to what is inappropriate use based on the Electronic Information Access and Use Policy. The system administrator may close an account at any time for infractions or temporarily remove a user account on the network to prevent further unauthorized activity.</p> <p>The system administrator has the right to view, modify or remove a user's electronic mailbox. This access shall be used to preserve network integrity or to prevent prohibited activity.</p> <p>The system administrator may review audit trails created by information technologies. The system administrator may determine and uncover incorrect usage of the network and may also inform other faculty members and the user in question.</p> <p>The HISD will implement filtering software intended to block minors' access to materials that are obscene, child pornography, harmful to minors, or that the district determines to be inappropriate for minors. However, the HISD does not guarantee that school officials will control user's access to such materials, or that users will not have access to such materials while using the district's information technologies. The filtering software operates only within the HISD wide area network (WAN) or local area network (LAN).</p> |

The HISD does not take responsibility for resources located or actions taken by the users that do not support the purposes of the district.

It shall be the responsibility of all HISD staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

All account holders on the HISD network will be granted access to appropriate services offered by the network. The following people may be users of the HISD network:

HISD Network Users

Users of the HISD network will be granted access to appropriate services offered by the network. In addition, the following people may be account holders or members of the HISD network:

1. Students. Students who are currently enrolled in the HISD programs may be granted a network account upon agreement to the terms stated in this policy.
2. Faculty and Staff. Staff members currently employed by the HISD may be granted a network account upon agreement to the terms stated in this policy.
3. Others. Anyone may request a special account on or use of the HISD network. These requests will be granted on a case-by-case basis, depending on need and resource availability.

Privileges, Responsibilities, and Prohibitions of HISD Technology Users

Users have the privilege to:

- use all authorized hardware and software for which they have received training to facilitate learning and enhance educational information exchange.
- access information from outside resources which facilitate learning and enhance educational information exchange.
- access HISD networks and the Internet to retrieve information to facilitate learning and enhance educational information exchange.

Users are responsible for:

- using information technologies in the school only for facilitating learning, appropriate personal growth and enhancing educational information exchange consistent with the purposes of the school.
- attending appropriate training sessions in the use and care of hardware, software and networks.
- seeking instruction for the use of any available technology with which they are not familiar.
- adhering to the rules established for the use of hardware, software, labs and networks in the school or through remote access outside of the school.
- refraining from disclosing, using or disseminating personal identification information regarding students over the Internet without parent or guardian authorization.
- maintaining the privacy of passwords and are prohibited from publishing or discussing passwords. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
- students may use e-mail, and other forms of two-way electronic communications only for educational purposes and only under the direct supervision of an adult.
- having all electronic media scanned for virus, dirt, damage or other contamination which might endanger the integrity of HISD hardware, software or networks before they are used in district systems.
- material received, created or distributed using information technologies.
- maintaining the integrity of the electronic messaging system (voice, e-mail, etc.), deleting files or messages if they have exceeded their established limit, reporting any violations of privacy and making only those contacts which facilitate learning and enhance educational information exchange. If a user remains in non-compliance, the System Administrator may delete files and messages, freeze the account, and/or close the account.
- keeping material considered pornographic by the HISD, inappropriate files or files dangerous to the integrity of the school's network, equipment or software from entering the school via the Internet or from being reproduced in visual, digital or written format.
- of and adhering to copyright laws and guidelines and trademark laws and applicable licensing

agreements in the use of information technologies and in the transmission or copying of text or files on the Internet or from other resource. Users must also comply with all other applicable laws, both state and federal, with respect to their use of the HISD's information technologies.

- using caution (Buyer Beware) when considering the purchase of goods or services over the Internet. HISD is not liable for any for neither any financial obligations made nor any personal information provided while using district information technologies.
- financial restitution for unauthorized costs incurred or damages or repair necessitated by inappropriate use or access.
- any damages to, or incurred on, their personal equipment. Users accessing HISD information technologies on personal equipment do so at their own risk.
- abiding by the rules set forth in this policy, general HISD rules, and additional rules as may be established by the district. Board of Education policies, staff manuals, departmental procedures, and student handbooks may include such rules.

Users are prohibited from:

- using the technology for a 'for-profit' business, for product advertisement or political lobbying.
- the malicious use of technology to disrupt the use of technology by others, to harass or discriminate against others and to infiltrate unauthorized computer systems.
- using HISD information technologies to draft, send, or receive inappropriate communications and material including but not limited to, items which are pornographic, obscene, profane, vulgar, harassing, threatening, defamatory or otherwise prohibited by law.
- participating in hate mail, harassment, discriminatory remarks and other antisocial behaviors on the network.
- vandalizing HISD or any other information technologies (the district's or any others). Vandalism is defined as any attempt to harm, destroy, or disrupt or hack the operation of the district's information technologies. Vandalism includes, but is not limited to, the creation or intentional receipt or transmission of computer viruses.

Consequences of Inappropriate Behavior

Any user who does not comply with the Information Access and Use Policy will lose network privileges. Repeated or severe infractions of the policy may result in permanent termination of privileges.

Users violating any of the rights and responsibilities may face additional disciplinary action deemed appropriate in keeping with the disciplinary policies and guidelines of the school.

Challenges

Challenges to HISD information technologies and resources shall be made in writing and shall state the reasons for the challenge. A district appointed panel shall review the challenge and determine its appropriateness

STUDENT MEDICATION

The Huron Intermediate School District shall not be held liable for any students who administer to themselves or others any prescribed or over-the-counter medications. The school nurse will administer all medications at school. If the nurse is unavailable, HISD staff who are designated and trained by the nurse will administer the medication.

Administration Of Medication During School Hours

Whenever possible, the administration of medication will be scheduled for times when the student is at home. However, the need is recognized that certain students may be required to take medications during the school day. If this occurs, the parent/guardian has the following options:

1. The parent/guardian can come to the school, bring the medication and administer it to the student themselves; or
2. The school nurse or designated personnel will administer prescription medication as long as the following is in place:
 - A copy of the written order from the child's health-care provider which includes the name of the medication, dosage, time to be given, length of time the medication will be prescribed and the reason for the medication to be given. A valid, current prescription label that contains this information may be substituted for this order.
 - Written permission from parent/guardian (Appendix B).
 - Medication brought in by the parent/guardian in a container labeled by a pharmacist.
3. The student may carry medication and/or self-medicate (i.e. inhalers, insulin) if the following is in place:
 - A copy of the written order from the child's health-care provider as described above for prescription medications and including statement that student may carry the medication and is capable of self-administration.
 - Written permission from parent/guardian
 - The medication the pupil possesses is labeled and prepared by a pharmacist and includes the dosage and frequency of administration.
 - The student takes reasonable precautions to keep secure any medication, and under no circumstances will make available, provide, or give the item to another person.
 - The student immediately reports the loss or theft of any medication brought onto school campus.
 - The student is trained to self-administer medication.

Self-Medication by Student

Over The Counter Medication

4. The school nurse or designated personnel will administer over the counter (OTC) medication if the following is in place:
 - A copy of a written order from the health-care provider
 - Written permission from parent/guardian
 - Medication not stocked in the school health office is brought in by parent/guardian in original container.
 - It is the responsibility of the student to get Permission to Administer Medication Form from the Main Office at the beginning of each school year. Administration of all medications will be logged in the Main Office by staff. Any change in prescription requires newly signed authorization.

ILLNESS

If you become ill during your class, notify your instructor. If you are unable to remain in class, your instructor can send you to the Main Office. Office personnel can arrange with your parent or guardian to have someone pick you up if necessary. Direct parent contact is required for a student to leave the HATC due to illness.

ACCIDENTS

Any accidents or injuries must be reported to your program instructor promptly. A nurse is on campus most of the school day. In the event that a serious injury should occur, the nurse will consult with the student's parents, if possible, as to the best course of action. In cases where immediate hospital attention is necessary, transportation will be arranged by the HATC.

EMERGENCY FORMS

The emergency form is part of the mandatory Student/Parent/Guardian Authorization Form that must be completed and returned to the CTE instructor with appropriate signatures.

EMERGENCY DRILLS

The primary consideration in any emergency situation is the safety of students and staff. If an emergency occurs, HATC has procedures in place to evacuate students as safely as possible to predetermined locations. A radio announcement will be made to inform parents that HATC has been evacuated and that students will board busses to get back to their home schools. Parents will meet students at their home schools if necessary. Students and staff practice fire, tornado, building evacuation, lock down, and shelter in place emergency drills each school year.

STUDENT TRANSPORTATION

In all but the rarest cases, the best, safest, most dependable and most economical means of transportation for HATC students is the school bus service provided by the home school. There are, however, some circumstances that may warrant a student driving (or riding with a student driver) to HATC. All variances in transportation require a driving permit (Appendix A).

- Transportation Guidelines**
- Students who cannot get to their home school prior to the Tech Center bus departure should report to their high school office immediately.
 - Any student who has been removed from their home school bus will not be issued a driving permit. It will become the responsibility of the parent/guardian to provide transportation to and from the HATC.
 - Home-schooled students transportation to and from HATC must have prior approval of the administration.
 - Students may be given permission to drive at the discretion of the administration for the following reasons:
 - ✓ HATC and program related field trips and activities
 - ✓ HATC Youth Club activities
 - ✓ Home school activities
 - ✓ Work-based learning
 - ✓ Extenuating circumstances

Driving Permits Driving permits are issued by program instructors. If the instructor supports the permit he/she will sign it and have the student complete their portion. At that time, the student will be sent to the office to review the permit with Administration/secretary, register the permit, and get an Administrator's signature. The student takes the permit to the home school Principal for approval, then home to parent/guardian for their signature. When completed, the permit needs to be returned to the HATC office, and the student must sign in upon arrival and departure from the building on the day he/she drives.

- Students operating vehicles on school property are considered to have given consent to a search of the vehicle with or without cause by school officials or law enforcement. A parent or guardian who grants permission for his/her student to operate a vehicle on school property is also considered to have given consent to search the vehicle. Dogs may be used in the search.
- Students with outstanding bills (30 days from the date of invoice) are not eligible to receive a driving permit until fees are paid or arrangements are made.
- Students may not return to their vehicles in the parking lot until after they have signed out at the end of the session.
- Students may not transport others to and from HATC without the passenger getting a rider's permit. These may be requested from the instructor, and the same procedures apply as for a driver's permit.

TEXTBOOKS, SUPPLIES, AND EQUIPMENT

All textbooks, supplies, and equipment required for your training will be made available to you through your program instructor. However, students will be charged for materials that go into projects that they make and wish to keep. Textbooks, supplies, and equipment are to be used in accordance with HATC Safety Procedures and program rules. Damage, misuse, or loss of HATC property will result in restitution and disciplinary action per the Student Code of Conduct.

STUDENT RECOGNITION

Students have the opportunity to be recognized in a number of ways while attending the Huron Area Technical Center. Scholarship and HATC Awards are presented at the home school award assembly. Students recognized for CTE program achievements receive awards from their instructor.

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| Perfect Attendance | Students with zero absences for the year are recognized with a perfect attendance certificate. |
| Student of the Month | Each month, program instructors nominate exemplary CTE students for recognition. Student achievement, CTE GPA, attendance, 1 st or 2 nd year enrollment, CTE related extra-curricular activities, and program related employment or college plans are the criteria for selection. The student of the month is honored at a luncheon and receives a HATC certificate of recognition. |
| Career-Technical Student Organizations | Students in most programs have the opportunity to participate in CTSO competitions at the local, regional, state and national levels. Qualifying students are eligible to receive scholarships, prizes, job opportunities and certificates of recognition. |
| Outstanding Senior in Career Technical Education | Nominated by the program instructors, one student is selected as “Outstanding Senior” based upon: CTE skills mastery, CTE GPA, attendance, CTSO participation, extracurricular activities, community service, related employment/post-secondary plans. |
| Scholarships | The Jason Kiehl Memorial Scholarship, the HATC Staff Scholarship, and other scholarship information will be available by March 1 of each school year. |
| Program Awards | Instructors may award special Recognition Certificates to students who have exemplary achievement or leadership, those who have made significant contribution to the success of the program, or who have shown significant improvement in attitude or achievement. |
| Community Service Projects | Students who participate in volunteer activities may be recognized by their program instructors for their contribution to the betterment of the community. |

INDUSTRY-BASED CERTIFICATION TESTS

The HISD Board of Education supports students’ efforts to earn Industry Certification while attending HATC. These credentials assist the student in securing employment and in earning college credit. Some CTE programs offer Industry Certification testing and the HISD will pay up to \$25 toward the cost of one test. Program instructors will provide specific information on testing available for their students.

ARTICULATION

The Huron Area Technical Center has entered into articulation agreements with many technical schools, community colleges and universities to assist students with post-secondary education. Articulation is the award of related college/university credit to students who successfully complete their CTE curriculum. The benefits of articulation are:

- Save money on tuition, fees and books
- Accelerate progress
- Reduce duplication of instruction
- Improve job readiness skills
- Earn college credits while still in high school
- Create the opportunity to learn more in college

Your program instructor can describe the articulation process for your particular program.

STUDENT SERVICES

The Huron Area Technical Center Student Services provide support services to students as part of their training.

- CTE program information available to area high school students and community
- Career technical counseling, academic advising and referrals to appropriate agencies
- Special education assistance and support services for students
- Work-based learning opportunities
- Career skills and employability skills training
- Personal counseling and social work services

WORK-BASED LEARNING PROGRAMS

Work-based learning programs make use of business and industry sites as part of the CTE program curriculum. The goal of work-based learning programs is to provide a smooth transition from a school environment to a work environment. Work-based learning experiences are organized so that learners acquire attitudes, skills and knowledge for work, a career, and other life roles. Opportunities available to students include:

| | |
|--|--|
| Job Shadowing | An opportunity for students to visit and observe a person at a worksite in a business or industry that is of interest to them. |
| Non-Paid Work Experience | Students explore a career by working in business and industry where they practice skills learned in their HATC program. These experiences vary in duration and are unpaid. |
| On-The-Job Training/ Paid Work Experience | Second year students are placed at a worksite related to their CTE training. Students must be certified by their instructor as job entry ready, demonstrate mastery of career skills, and have good attendance to be eligible. Students continue their HATC program at least one day per week as part of their training. Students may earn credit and wages during their OJT experience. |
| Clinical | Students spend time with someone at the worksite that acts as a role model and guide. The mentor will be someone experienced in the career area that the student will be observing, exploring, or pursuing. |

CAREER & TECHNOLOGY STUDENT ORGANIZATIONS (CTSO)



The purpose of **MITES (Michigan Industrial and Technology Education Society)** is to encourage and recognize fine craftsmanship in the field of industry, technology, and career & technical education in the state of Michigan. The awards program is aimed at stimulating the interest and progress of K-12 students and instructors by inviting students to enter their projects in the regional fairs and encourage technology instructors to support MITES by becoming a member.



Delta College offers opportunity for students to compete for awards and scholarships. Students following the Business, Management, Marketing, and Technology pathway may participate in Delta College Skill Day. There are 16 competitive events: Access Database, Accounting I, Business English, Business Law, Business Math, C++ Computer Programming, Desktop Publishing, Document Processing, Interior Design, Internet Scavenger Hunt, Management, Merchandise

Display, PowerPoint, Sales Representative, Spelling, and Web Page Design.

The Delta Technical Solutions Competition is an opportunity for students interested in the Technical, Trades & Manufacturing Division. Students demonstrate technical knowledge, skills, and problem-solving in Drafting, Welding, Residential Construction, Machine Tools, and Automotive Service.



DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management. DECA prepares the next generation to be:

- Academically Prepared – DECA members are ambitious, high achieving leaders equipped to conquer the challenges of their ambitions.
- Community Oriented – Recognizing the benefit of service and responsibility to the community, DECA members continually impact and improve their local and broader communities.
- Professionally Responsible – DECA members are poised professionals with integrity and high standards.
- Experienced Leaders – DECA members are equipped to effectively influence their peers and provide leadership in a business setting.

Throughout the year, high school members are offered the opportunity to participate in many conferences that focus on DECA's four main goals: Vocational Understanding, Leadership Development, Civic Consciousness, and Social Intelligence. This year, members will have the opportunity to attend The Central Region Leadership Conference, District Competition, the State Career Development Conference, and the International Career Development Conference. Recognition and scholarships are available to students who excel in competition. DECA is the largest international organization for high school students



HOSA (Health Occupations Students of America) is a national organization for secondary and post-secondary vocational students enrolled in health occupations education programs. The activities of HOSA are an integral part of the instructional program that provides occupational skills as well as leadership skills. Local HOSA chapters provide programs and activities to help individuals develop their physical, mental, social well-being. During the competitions, HOSA

members have the opportunity to share experiences with other people involved in health occupations. The major categories for competitive events are as follows:

- Dental Assisting
- Nursing Assisting
- CPR/First Aid
- Medical Laboratory Assisting
- Sports Medicine
- Veterinary Assisting
- Various Individual Leadership Events
- Various Team Leadership Events



Business Professionals of America has a history as a student organization that contributes to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic and technological skills for students at the Secondary and the post-secondary level. Members of

Business Professionals of America compete in demonstrations of their business and technical skills, develop their professional and leadership skills, network with members and professionals across the nation, and get involved in the betterment of their community through good work projects



SkillsUSA provides local, state, and national competitions in which students demonstrate their occupational and leadership skills. These contests recognize the achievements of career and technical education students and encourage them to strive for excellence and pride in their chosen fields. The National SkillsUSA Championships event is held annually. More than 4,400 students

compete in 77 occupational and leadership skill areas. Working against the clock and each other, the participants prove their expertise in skills such as electronics, technical drafting, precision machining, medical assisting, and culinary arts. There are also competitions in leadership skills, such as extemporaneous speaking and conducting meetings by parliamentary procedure. Technical committees made up of representatives of labor and management plan the contests. Local representatives of education and industry assist the national technical committee. Safety practices and procedures are judged and graded



The Future Educators Association® (FEA) Founded in 1937, FEA has helped thousands of students develop the skills and strong leadership traits that are found in high-quality educators over the past 75 years. The FEA is a federally-recognized Career and Technical

Student Organization (CTSO). As the co-curricular component of state-recognized Career and Technical Education (CTE) programs of study, FEA enhances the classroom experience for students enrolled in Education and Training career cluster programs. FEA is significantly contributing to the development of the next generation of great educators.

VIDEO SURVEILLANCE CAMERAS

Video surveillance cameras are in use at all times both indoors and outside in all common areas.

**HURON AREA TECHNICAL CENTER
STUDENT DRIVING/RIDING PERMIT**

Student _____ High School _____

Program _____ AM ☐ PM ☐ Grade _____

Car: License No. _____ Model _____ Color _____ Year _____

REASON FOR REQUESTING PERMISSION:

- | | | |
|---|--|--|
| <input type="checkbox"/> CTE Student Organization | <input type="checkbox"/> Home School related | <input type="checkbox"/> Work experience |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> HATC related | <input type="checkbox"/> On-the Job-Training |
| <input type="checkbox"/> Appointment | <input type="checkbox"/> Court | <input type="checkbox"/> Clinical |

Explanation: _____

TYPE OF PERMIT: ☐ One Day ☐ Temporary ☐ Permanent

☐ Drive ☐ Ride Date/s _____

PASSENGER(S) ☐ No ☐ Yes Name(s) _____

APPROVED BY:

Parent/Guardian Date

Program Instructor Date

Home School Date

Huron Area Technical Center Date



Huron Intermediate School District
Bad Axe, Michigan 48413

PERMISSION TO ADMINISTER MEDICATION

Student Name _____

Birth Date _____ Age _____

School _____

Date form received by school _____

Teacher/Classroom _____

To be completed by the health care provider:

Please print or type

Name of medication _____ Dosage _____

Reason for medication _____

Form of medication: ☐ Tablet/capsule ☐ Inhaler ☐ Injection ☐ Topical ☐ Other _____

Time(s) to be given at school _____

Start: ☐ Date form received by school ☐ Other _____

Stop: ☐ End of school year ☐ Other _____

Side effects: ☐ None anticipated ☐ Yes (please describe) _____

Special storage requirements: ☐ None ☐ Refrigeration ☐ Other _____

This student is both capable and responsible for self-administering this medication:

☐ No ☐ Yes – with school staff supervision ☐ Yes – unsupervised

This student may carry this medication: ☐ Yes ☐ No

Please indicate if you have provided additional information:

☐ On the back of this form ☐ As an attachment

Health care provider signature _____ Date _____

Health care provider name _____ Phone# _____

Address _____ City _____ State _____ Zip _____

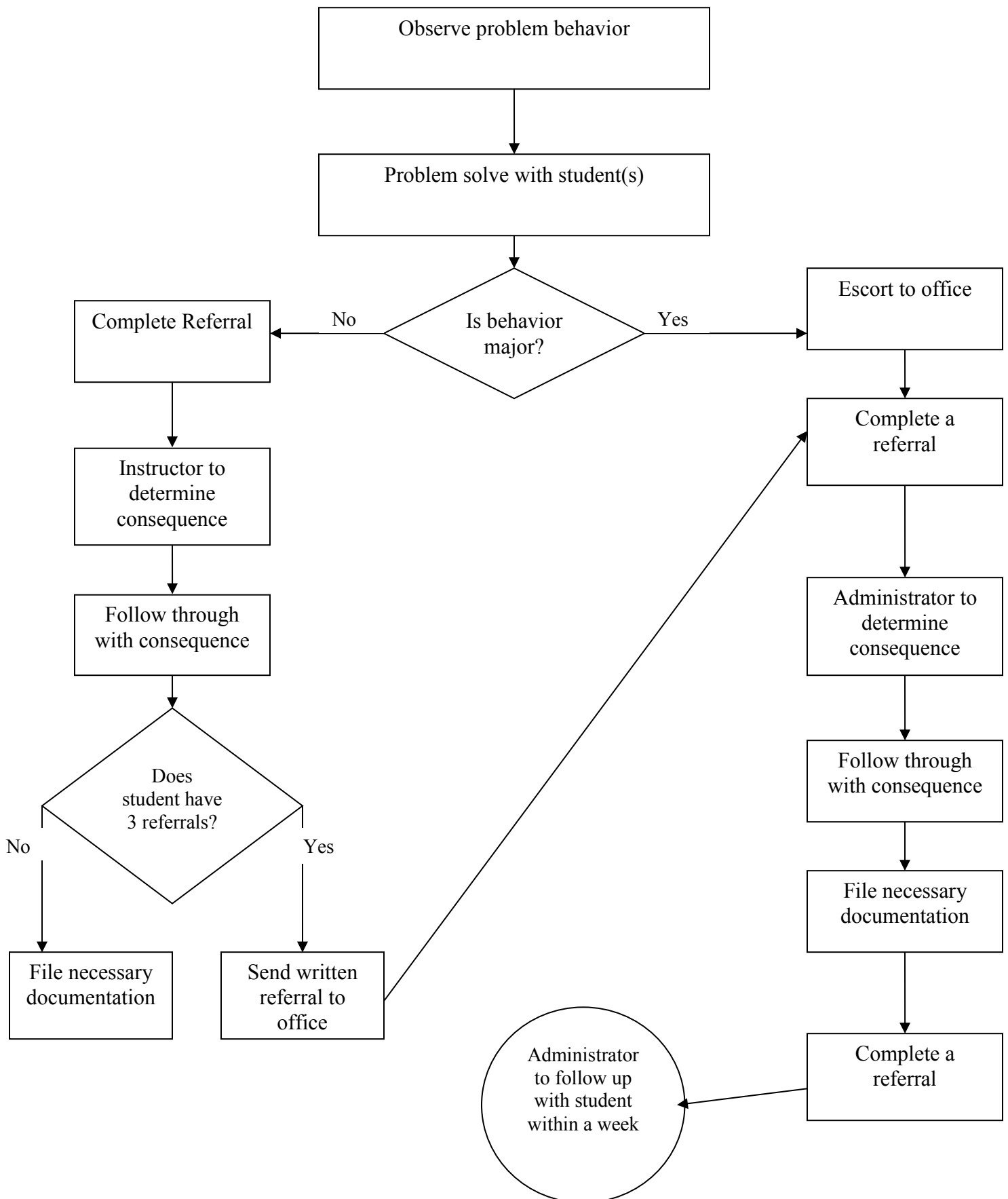
To be completed by parent/guardian:

I request that (name of student) _____ receive the above medication at school according to school policy. I have received a copy of the school medication administration policy.

Signature _____ Relationship _____ Date _____

| Student Name | | | | Program | | | | | | | | | | AM PM | | | | | | | | | | | | | |
|-----------------------|---------------------|------------|--------------------------------|-------------------------------|-----------------|-------|-----------------------|-----------------------|----------------|----------------|-----------------|--------------|-------|-------------|------|-------|---------|----------------------|---------------------|----------------------|-------------------|----------------|----------------------------|--------------------|----------------|--|-----------------|
| Home School | | | | Teacher | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MINOR OFFENSES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date/time/location | Offense | | | | | | Motivation | | | | Others Involved | | | Consequence | | | | Description/Comments | | | | | | | | | |
| | Defiance/disrespect | Disruption | Inappropriate physical contact | Inappropriate verbal language | Property misuse | Other | Adult/staff attention | Obtain items/activity | Peer attention | Peer avoidance | Task avoidance | Undetermined | Other | None | Peer | Staff | Unknown | Other | After hours program | In School Suspension | Loss of privilege | Parent contact | Teacher/student conference | Written reflection | Other-describe | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | Student Initial |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | Student Initial |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | Student Initial |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--------------------------------|-------|-------------------|-------------------------|--------------|-------------------------------------|------------|----------------------|-----------------------|------------------------------|------------------------|------------|----------------|------------------------------|------------------|---------------------|-----------------------------|---------|--------------------------------|-------|------------------------|-----------------------|----------------|--------------------|----------------|--------------|-------|------|------|-------|---------|-------|----------------------------------|---------------------|--------------------------|------------------------|------------------------|----------------------|-------------------|--------------------------|----------------|---------------------|--------------------|
| Home School | | | | | | | | | | | | | | | Teacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grade | | | | | | | | | | | | | | | Student Initial | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MAJOR OFFENSES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Offense | | | | | | | | | | | | | | | Motivation | | | | | Others Involved | | | Consequence | | | | | | | | | | | | | | | | | | | |
| | Abusive/inappropriate language | Arson | Attendance issues | Bomb threat/false alarm | Combustibles | Defiance/disrespect/insubordination | Disruption | Dress code violation | Drugs/alcohol/smoking | Fighting/physical aggression | Forgery/theft/cheating | Harassment | Lying/cheating | Misuse of equipment/property | Safety violation | Third minor offense | Unauthorized transportation | Weapons | Written/verbal/physical threat | Other | Adult/staff attention | Obtain items/activity | Peer attention | Peer avoidance | Task avoidance | Undetermined | Other | None | Peer | Staff | Unknown | Other | Administrator/student conference | After hours program | Agency Notification_____ | Behavior Plan/Contract | Dismissal from program | In School Suspension | Loss of privilege | Out of School Suspension | Parent contact | Police notification | Written reflection |
| Date: | Description of offense: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Time: | Teacher recommendation: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Location: | Administrator action: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Administrator follow-up: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Grievance Procedures
FOR
TITLE VI OF THE CIVIL RIGHTS ACTS OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972
TITLE II OF THE AMERICANS WITH DISABILITY ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
AGE DISCRIMINATION ACT OF 1975

Section I

Any person believing that the Huron Intermediate School District or any part of the school organization has inadequately applied the Administrations and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Title II of the Americans with Disability Act of 1990, (4) Section 504 of the Rehabilitation Act of 1973, and (5) the Age Discrimination Act of 1975 may bring forward a complaint, which shall be referred to as a grievance, to the local coordinator:

| | |
|--|--|
| Joseph W. Murphy Age Act, Title VI, Title IX Coordinator, Section 504 Coordinator Huron Intermediate School District 1299 S. Thomas Road, Suite 1 Bad Axe, MI 48413 (989) 269-6406 | Carol Brown Title II Coordinator Huron Intermediate School District 1299 S. Thomas Road, Suite 1 Bad Axe, MI 48413 (989) 269-9216 |
|--|--|

Section II

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the local Coordinator, who shall in turn investigate the complaint and reply in writing within five (5) business days. If this reply is not acceptable, the complainant may initiate formal procedures according to the following steps.

STEP 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the local Age Act, Title II, Title VI, Title IX, or Section 504 Coordinator within five (5) business days of receipt of the written reply to the informal complaint. The coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within five (5) business days by certified mail.

STEP 2: If the complainant wishes to appeal the decision of the local Age Act, Title II, Title VI, Title IX, or Section 504 Coordinator, he/she may submit a signed statement of appeal to the Superintendent of the Huron Intermediate School District within five (5) business days after receipt of the Local Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days of the meeting by certified mail.

STEP 3: If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Secretary to each concerned party within ten (10) business days of this meeting by certified mail.

Anyone at any time may contact the Office for Civil Rights for information and/or assistance at 1-800-421-3481. If the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20202.

The local Coordinator, on request, will provide a copy of the district's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based may be found at the local coordinator's office.

2019-20 HATC CALENDAR

| | | |
|------------------|-------------------|---|
| August | 27----- | First Day of Student Instruction |
| | 27----- | MMCC Fall 2019 Classes Begin @ HATC |
| | 30----- | No School for Staff & Students |
| September | 02----- | No School- Labor Day |
| | 18..... | No HATC students- Career Exploration Day |
| | 28----- | Senior College Counts |
| | 27----- | Student Progress Reports Due |
| October | 02----- | Count Date |
| | 08----- | Advisory Meeting |
| | 12----- | Freshman College Counts |
| | 17----- | Open House |
| | TBD----- | ASVAB Testing- Part One |
| | TBD----- | ASVAB Testing- Part Two |
| | 22----- | Huron County College Night: Bad Axe High School |
| November | 01----- | End of First Marking Period |
| | 09----- | Sophomore College Counts |
| | 15----- | No School for Staff & Students |
| | 27----- | Early Release- 1/2 Day |
| | 28-29----- | No School- Thanksgiving Break |
| December | 06----- | Student Progress Reports Due |
| | 13----- | MMCC End of Fall Semester |
| | 23-January 3----- | No School- Winter Break |
| January | 06----- | HATC Classes Resume |
| | 13----- | MMCC Winter 2020 Classes Begin @ HATC |
| | 17----- | End of First Semester |
| | TBD----- | Career Day |
| February | 12----- | Supplemental Count Date |
| | 14----- | No School |
| | 17----- | No School- President's Day |
| | 21----- | Student Progress Reports Due |
| March | TBD----- | Junior College Counts |
| | TBD----- | Interview Day |
| | 20----- | End of Third Marking Period |
| | 30-April 3----- | No School- Spring Recess |
| April | 06----- | HATC Classes Resume |
| | 10----- | No School- Good Friday |
| May | TBD----- | HATC Junior Day |
| | 01----- | Student Progress Reports Due |
| | 08----- | MMCC End of Semester |
| | 25----- | No School- Memorial Day |
| June | 05----- | Last Day for Students |
| | 08----- | Last Day for Staff |