

Curriculum Guide
2012-2013

TABLE OF CONTENTS

<u>INTRODUCTION</u>	<u>Page</u>
Planning for your Future	3
Graduation Requirements	4
Scheduling Policies	4-5
Grading Policies	5-6
Attendance Policies	7
Career Pathway Assessment	8
Career Opportunities by Pathway	9-10
List of Courses by Pathways	11
Information about Dual Enrollment	12-13
<u>COURSE DESCRIPTIONS</u>	
Business Education	14
Computers	14
Family and Consumer Science	15
Foreign Language	15
Language Arts	15-16
Mathematics	16-17
Physical Education	17
Science	17-18
Social Studies	18-19
Special Education	20
Visual, Performing and Applied Arts	20-21
<u>ADDENDUM</u>	
Guidelines for Released Time	22
Personal Curriculum Information	23
Public Notification of CTE Opportunities	24
Statement of Assurance of Compliance	25
Grievance Procedures	26

This curriculum guide is based on the 2011-2012 school year. Actual courses being offered and policies are subject to change.

STATEMENT OF NONDISCRIMINATION

It is the policy of the Johannesburg-Lewiston Area Schools that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, marital status or any other legally protected characteristic be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program, activity, service or in employment. Inquiries should be addressed to:

Civil Rights Coordinator, 10854 M-32 East, Johannesburg, MI 49751, Telephone: 989-732-1773.

PLANNING FOR YOUR FUTURE

It is our goal that all students utilize their four years of high school to prepare themselves for their future plans and aspirations. Planning should be done early with the help of parents, teachers and the counselor. All students must complete an Educational Development Plan (EDP) at the time that they register for courses. The EDP is a tool that helps students stay focused on their goals and ensures that they are properly preparing for the future that is desired. Students will review their EDP and career goals each year and may change or update their plans at any time. Copies of the EDP will be kept on file in the guidance office, as required by the State of Michigan. More information about careers and post-secondary education is also available in the guidance office. Many online resources are also available, such as www.mydreamexplorer.com, <http://www.bls.gov/oco/home.htm> and <http://www.michigan.gov/careers>. This curriculum guide offers many other resources to consider as a student works through the EDP.

In order to support our students in their post-secondary goals, we offer the following opportunities for career and college exploration.

- **Job Shadowing Days** – Students in grades 9-12 are permitted to take up to 2 job shadowing days per school year. This gives the student an opportunity to spend a day with a professional in the field of interest shown by the student. Students wishing to take a job shadowing day must complete and return the job shadowing forms prior to the visit. Absences for job shadowing days are recorded as school business (SB) and do not count toward the student's attendance.
- **College Days** – Students in grades 10-12 are permitted to take up to 3 college days per school year. This gives the student an opportunity to visit a college and meet with admissions personnel. Students wishing to take a college day must complete and return a college visitation form (available from the guidance office) prior to the visit. Absences for college days are recorded as school business (SB) and do not count towards the student's attendance. Seniors entering the military are also permitted to use these days to go to Lansing with their recruiter.

Testing – There are many tests given throughout high school to help assess our students' individual strengths and weaknesses. These tests benefit our students by helping them gauge how they are doing academically compared to other students throughout the country as well as providing practice and insight for college entrance exams, such as the ACT. Since test results play an important role in career planning, the results of these assessments should be recorded on the EDP. Here is a list of the tests required or available as a student progresses through high school.

- **EXPLORE** – required for all 9th graders - This test gives an estimated PLAN score.
- **PLAN** – required for all 10th graders - This test gives an estimated ACT score and can be used to qualify for dual enrollment.
- **MME** – required for all 11th graders - This test is a graduation requirement. In the event that a student does not receive valid MME scores in one or more subject areas, the student is required to take the MME during their senior year. This test includes the ACT, which is a college entrance exam used by many colleges, scholarships and NCAA eligibility. This test can also be used to qualify for dual enrollment.
- **PSAT** – available to 10th and 11th graders in October - This test is the National Merit Scholarship Qualifying Test as well as a test that can qualify a student for dual enrollment. There is a fee for this test.
- **ASVAB** – This is an aptitude test required for students planning to enlist in the military. Due to limited interest, students usually go to Lansing with their recruiter for this test.

Work Permits – Work permits are required by the State of Michigan for all minors under the age of 18 who hold jobs. Information and the work permits themselves may be obtained from the high school office.

Keys to Student Success – All students will be successful at JLHS if parents and students adhere to the following guidelines:

- Be organized and write your assignments down in your planner.
- Pay attention, take notes in class, and turn all your assignments in on time.
- Ask questions or seek help from your teacher if you do not understand something.
- If you are absent, see your teachers on the day that you return to turn in homework that was due and to get the work that was assigned while you were gone.
- Parents are encouraged to check their student's grades on the district's website (www.jlas.org) on a regular basis to monitor the performance of their student.
- Parents should not allow their student to miss school unless they are truly ill.

GRADUATION REQUIREMENTS

The following graduation requirements must be met in order for a student to participate in the graduation ceremony at Johannesburg-Lewiston High School. All subjects carry ½ credit per semester. Please read over the following information carefully so an informed decision can be made about your student's schedule.

1. Each student must earn a minimum number of credits in order to graduate from JLHS. Due to the changeover from the alternating block schedule to a 7 period day schedule, the requirements for graduation are as follows: Class of 2013 – 25.25 credits, and Class of 2014 and thereafter – 24 credits.
2. The following designated credits must be included in his/her credits as required by the State of Michigan:
 - 4 credits in English
 - 4 credits in Math (Algebra 1, Geometry, Algebra 2, and 1 additional math credit, a math course is required in the senior year)
 - 3 credits in Science (including 1 credit in Biology, 1 credit in either Chemistry or Physics, and one additional science credit)
 - 3 credits in Social Studies (½ credit in Civics, ½ credit in Economics and 1 credit in American History, and 1 credit in World History)
 - 1 credit in Integrated Computer Applications (ICAs) (This course includes the required online learning experience.)
 - ½ credit in Physical Education
 - ½ credit in Health
 - 1 credit in Visual, Performing, or Applied Arts
 - 2 credits in Foreign Language (beginning with the Class of 2016)
 - Seminar credit (.25 for Class of 2013, not a requirement for Class of 2014 or later.)

SCHEDULING POLICIES

COURSE LOAD/SEMESTER REQUIREMENTS

- Students are required to attend high school for a minimum of eight semesters. Students may only graduate with fewer than eight semesters of attendance if they have been granted special permission by the administration and the Johannesburg-Lewiston Area Schools Board of Education. The request to graduate early must be submitted one semester in advance.
- Students in grades 9-12 are normally to be enrolled in a full-time schedule. Requests for a shortened schedule must be approved by the high school principal.
- Students are required to gain approval from the high school counselor and principal before enrolling in any course outside of Johannesburg-Lewiston High School, if the course is to be used to meet the graduation requirements.

REGISTRATION

Students are required to discuss their course requests with their parents. Students must return their course request sheet and their completed EDP, signed by their parent/guardian, before they will be allowed to enter the final scheduling process.

SCHEDULE CHANGES

- Students and parents should understand that classes are planned and teacher schedules developed on the basis of classes selected by the students during class registration. The classes selected by the student and approved by the parents will comprise the student's schedule for the following school year. If for some special reason a student requires a change in schedule, the student should see the counselor for advice. Reasons for changing a schedule include such things as a lack of class pre-requisite, scheduling error or a problem in meeting graduation requirements.
- In order to make a schedule change, students must complete a drop/add form, which can be obtained from the counselor. Signatures from the teachers affected by the change, as well as the parent, must be on the form before the change can be made to the schedule. If approval is not granted, the student will need to discuss the change with the principal, who will have the ultimate say in the situation.
- The drop/add period is the first week of each semester. After the first week, students may not withdraw from a course without the consent of the principal. Students who withdraw, or who are dismissed from a class may or may not be assigned to another class. Students who are failing at the time they drop a class will receive an "F".

GRADE LEVEL CLASSIFICATION

Students are assigned a grade level prior to the start of school in September, based on the credits that they have earned. 6 credits are required for sophomore status, and 12 credits are required for junior status. Students who had junior status and took the Michigan Merit Exam the previous school year will be granted senior status.

TESTING OUT

Students can receive credit in a course that is a required component of the Michigan Merit Curriculum by testing out of the course. A student must achieve a minimum “cut score” in order to demonstrate mastery of the high school content expectations (HSCE’s) for the course in which they wish to test out. The established “cut scores” are as follows:

- A student who has taken a course and failed must score at least a 60% on the secondary credit assessment approved by the administration.
- A student who wishes to demonstrate mastery in a particular required course without enrolling in the course must score at least a 75% on the secondary credit assessment approved by the administration.
- A student who has an approved personal curriculum may receive credit in a particular course by achieving an alternative cut score as specified in the student’s personal curriculum documents.

COURSE RETAKE POLICY

- Any class may be retaken to improve a grade, but only one credit will be issued unless the course is a qualifying course.
- When a course is retaken to improve a grade, only the higher grade will be calculated into the student’s GPA. All grades will show on the transcript. It will be indicated on the transcript when a course is retaken.
- Qualifying courses include; Woods, Building Trades, Advanced Building Trades, Drawing and Painting, Experience in Art, Physical Education, Life Sports, Applied English and Computer Publishing, Band, and Current Events.
- Students may receive additional credit and grades for repeated courses taken at a teacher’s request for mastery of subject with prior administrative approval.

GRADING POLICIES

GRADING PROCEDURES

Students are expected to turn in assignments when they are due. Assignments, which are not turned in by the due date are considered late. Assignments which are turned in late, will receive the following grade reductions:

- Up to and including 5 class periods late – 50% grade reduction.
- More than 5 class periods late – no credit given.

The following conditions apply if a student is absent:

- If a student is absent when an assignment is due, the student is to turn the assignment in before or at the beginning of the next class period in order for it to be considered on time. Assignments turned in late will receive the grade reductions listed above.
- If a student is absent when an assignment is given, it is the student’s responsibility to get the missing assignment and due date from the teacher no later than the next class period. Failure by the student to get their missing assignments during the next class period will not extend the due date of the missing assignment.
- It is the student’s responsibility to make arrangements with the teacher regarding any missed tests, quizzes or labs. Failure to make up any missed tests, quizzes or labs within 2 class periods will result in a grade reduction.

Exceptions to this policy for extenuating circumstances may be made with approval from **both the classroom teacher and the principal**.

CHEATING

It is the policy of the Johannesburg-Lewiston Area Schools that "cheating" or dishonest actions associated with testing and other related matter of curriculum and instruction is not acceptable. Appropriate consequences will be issued based on the severity of the incident. Students caught cheating will receive a 0.

CALCULATING GRADES

Factors, which in part determine the quality of the student's work, include: preparation of daily assignments, attendance and participation in class, test results, and classroom conduct. Grade reports are issued two (2) times each semester. The second report of the semester also indicates the final grade for the semester. Students are encouraged to discuss their progress with their teachers on a regular basis. Parents are urged to contact their student's teachers or counselor anytime they have a question or concern about their student's progress in school.

The grading scale used for marking period/semester grades is as follows:

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

The grading scale used to determine a student's grade point average (GPA) is as follows. GPA is calculated on the student's semester grades. Credit is issued for classes that are taken on a credit/no credit basis, but these credits are not used to calculate grade point averages or class rank:

A	4.00	B+	3.33	C+	2.33	D+	1.33	F	0.00
A-	3.67	B	3.00	C	2.00	D	1.00		
		B-	2.67	C-	1.67	D-	0.67		

Credit is issued at the end of the semester based on the semester grade. The formula for determining semester grades is based on 40% of each marking period grade and 20% of the semester exam grade. Marking period and semester grades will be rounded to the nearest whole percent. For example, 72.50% will be rounded up to 73%, and 72.49% will be rounded down to 72%. No credit will be given for failed or dropped classes. If a marking period or semester's class work is incomplete because of an absence, it must be made up under reasonable time limits per established attendance procedures. The grade issued by a college for dual enrollment courses will be transferred as the semester grade for credit and GPA calculation when the course is taken for high school credit.

CLASS RANK

The class rank that is computed at the end of the first semester of the senior year will be used for academic awards. Final class rank will be determined at the end of second semester of the senior year. Class rank is computed on the basis of semester marks earned in grades 9-12. Credit from other educational institutions or programs will not be applied toward graduation requirements at Johannesburg-Lewiston High School unless the principal has given written approval at the time the student enrolls. Dual enrollment classes that are taken for high school credit will count toward a student's GPA and graduation requirements.

ACADEMIC ACHIEVEMENT AWARDS

Student awards will be given annually for academic achievement. Senior awards will be based on cumulative GPA through the 1st semester of the senior year. Final class rank will be based on cumulative GPA through the 2nd semester of the senior year and may be different than class rank based on 1st semester grades.

Academic – A student must obtain a grade point average between 3.00-3.40 in three out of four marking periods for the year.

Scholastic – A student must obtain a grade point average of 3.41 or higher in three out of the four marking periods for the year.

Honor Graduates – Awarded to seniors with a cumulative GPA of 3.0 or higher during high school with at least one year in attendance at JLHS.

Salutatorian – Awarded to the senior with the second highest cumulative GPA during high school with at least two years in attendance at JLHS.

Valedictorian – Awarded to the senior with the highest cumulative GPA during high school with at least two years in attendance at JLHS.

NCAA REQUIREMENTS

Student athletes who wish to participate in sports at a Division I or Division II post-secondary school must meet NCAA eligibility requirements. These students should meet with their counselor and/or coach to review the NCAA requirements during their junior year. Additional information may be obtained from www.eligibilitycenter.org.

ATTENDANCE POLICY

Attendance – The Michigan School Code requires that student attendance at school be “continuous and consecutive”. The code also indicates that absences are permissible only with “valid excuses”. There are two aspects to attendance: presence and promptness. Both are very important. In many cases these records are just as important to a prospective employer as academic grades. The Michigan Merit Curriculum (MMC) legislation stipulates that credit be issued based on the student’s ability to demonstrate mastery on the High School Content Expectations (HSCE’s), rather than the grade that a student earns or his/her attendance in class. This means that a student will be issued credit in a MMC course if they have demonstrated mastery on the HSCE’s regardless of the number of days that a student was absent from class. Johannesburg-Lewiston High School has established and will enforce the following policies pertaining to attendance:

1. “Absent” shall mean that the student was not present physically at the place or places designated for the class period. If a student misses more than 20 minutes of any class, they will be counted as absent.
2. Parents must call the school (731-4420) on the day of the absence and notify the office of their student’s absence. This will change an unexcused absence (UA) to an excused absence (EA). If a call is impossible, a note must be sent with the student upon his/her return to school. If a call or note is not received upon the student’s return, the absence will be considered unexcused (UA).
3. Excused absences for illness, medical appointments without documentation, or any other emergency will still be counted towards the student’s attendance.
4. Work missed during an excused absence may be made up with full credit if completed within a reasonable time period established by the teacher. Work missed during a period of unexcused absence may not be made up for credit.
5. Doctor’s appointments with documentation will not count towards loss of credit on a student’s attendance if documentation is turned in to the office **within 5 school days** after returning to school from the doctor’s appointment. Frequent and/or extended absences due to an illness may require substantiation by a doctor.

The following codes are used on a student’s attendance report. Codes marked with an asterisk (*) count toward absences for the purpose of exam waivers:

DR documented doctor appt.	RT released time	*UA unexcused absence
FL documented funeral leave	SB school business	*EA excused absence
CA court absence	*SA suspension absence	*IA in-school absence
*TD tardy (3 tardies = 1 absence)	*IS in-school suspension	

Tardiness To Class

Students must be in the room before the bell rings or they are tardy for class.

- In the event a student is tardy more than 20 minutes of the class period, he/she will be marked absent.
- Students will receive a lunch detention when they accumulate 3 tardies per marking period in any given class.
- A student will receive an additional detention for each additional tardy after the third tardy in a marking period in any given class.
- Additional consequences may result for those students who are repeatedly tardy to their classes.

CAREER PATHWAYS ASSESSMENT

All students will be required to select a Career Pathway to use as a guide for scheduling classes. Using a career pathway when scheduling will enable us to develop an individualized curriculum for each student that will help prepare him/her for the future. Students will review their EDP each year, and may change their pathway at this time. Parents should work with their student in discussing different career options and individualized interests before students select a Pathway. The following assessment can be used as a guide in choosing a pathway that best suits your interests. More information about careers is available in the guidance office and online at www.mydreamexplorer.com. The next few pages in this curriculum guide offer suggestions of courses for each pathway.

Arts and Communications

Are you artistic, musical or creative?	Y	N
Can you use your imagination to think of new ideas?	Y	N
Do you enjoy communicating new ideas to others?	Y	N
Are you a skilled writer?	Y	N
Do you seek opportunities for self-expression through singing, dancing, or acting?	Y	N

Business, Management, Marketing and Technology

Do you like being the leader in a group?	Y	N
Are you comfortable in arranging activities for others?	Y	N
Can you quickly do math problems?	Y	N
Are you comfortable learning new software programs?	Y	N
Can you convince others to buy or use a product or service?	Y	N

Engineering/Manufacturing, and Industrial Technology

Do you enjoy seeing immediate results from your work?	Y	N
Can you use tools with exactness and accuracy?	Y	N
Do you enjoy building, fixing or repairing things?	Y	N
Are you inquisitive about how things operate?	Y	N
Do you prefer to work alone?	Y	N

Health Sciences

Are you concerned about the health of people or animals?	Y	N
Do you get good grades in math and science classes?	Y	N
Are you interested in working with people?	Y	N
Do you read or watch programs about medicine or science?	Y	N
Would you like to work in a clinic, hospital or research lab?	Y	N

Human Services

Do you like to show people how to do things?	Y	N
Are you interested in helping people to solve their problems?	Y	N
Are you sociable, friendly, thoughtful and cooperative?	Y	N
Do you enjoy working with children or the elderly?	Y	N
Do you comfortably interact with other people?	Y	N

Natural Resources and Agriscience

Do you love being outdoors?	Y	N
Are you considered a nature-lover?	Y	N
Can you work on projects that require physical strength?	Y	N
Do you like to discover, research or solve problems?	Y	N
Are you interested in plant growth and animals?	Y	N

Add up the number of y's you circled under each pathway. You would fit best into the pathway in which you have circled the most y's.

CAREER OPPORTUNITIES BY PATHWAY

The letter in parentheses indicates what type of post-secondary training is required for an entry level position; t = on the job training, a = associates degree (2 years of college), b = bachelor's degree (4 years of college) and p = professional degree (7-10 years of college). The more education that you have, the higher up you can go in your field.



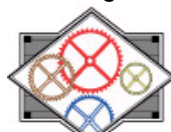
Arts & Communications Electives

Cartoonist (T)
Dancer/Singer (T)
Florist (T)
Painter (T)
Instrumental Musicians (T)
Lithographic Photographer (A)
Illustrator (A)
Medical and Scientific Illustrator (A)
Photographer (A)
Radio/Television Announcer (A)
Composer (A)
Advertising Agent (A)
Interior Decorator (A)
Web Developer (A)
Technical Writer (A)
Musician (A)
Interpreter and Translator (B)
Art Director (B)
Film Maker (B)
Journalist (B)
Choreographer (B)
Art Historian (B)
Archeologist (P)



Business, Management, Marketing & Technology Electives

Wholesale/Payroll Clerk (T)
Salesperson (T)
Radio Dispatcher (T)
Computer Technician (T)
Cashier (T)
Hotel Clerk (T)
Meter Reader (T)
Auto Parts Salesperson (A)
Store Manager (A)
Legal Assistant/Secretary (A)
Property Manager (A)
General Bookkeeper (A)
Court Clerk (A)
System Programmer (A)
Travel Agent (A)
Medical Secretary (A)
Claims Representative (A)
Real Estate Agent (A)
Software Engineer (B)
Market Research Analyst (B)
Actuary (B)
Job Analyst (B)
City Manager (B)
Employee Benefits Manager (B)
Tax Accountant (B)
Economist (B)
Health Services Administrator (P)
School/College Administrator (P)



Engineering/Manufacturing & Industrial Tech Electives

Assembly Line Worker (T)
Carpenter (T)
Small Engine Repairer (T)
Vending Machine Mechanic (T)
Furniture and Wood Finisher (T)
Telephone Installer and Repairer (T)
Welder (T)
Auto Body Repairer (T)
Aircraft Pilot/Technician (A)
Air Traffic Controller (A)
Surveyor (A)
Electronic Technician (A)
Robotics Technician (A)
Computer Network Specialist (A)
Engineer (B)
Chemist (B)
Production Manager (B)



Health Sciences Electives

Physical Therapy Aide (T)
Nurse's Aide (T)
Hospice Worker (T)
Medical Records Technician (T)
Animal Caretaker (T)
Dental Assistant (T)
Home Health Aide (T)
Optometric Assistant (T)
Physical Therapy Assistant (A)
Surgical Technician (A)
Dialysis Technician (A)
MRI Technician (A)
Ultrasound Technician (A)
Dental Hygienist (A)
Dental Lab Technician (A)
Pharmacy Assistant (A)
Veterinary Technologist (A)
Registered Nurse (A)
Emergency Medical Technician (A)
Respiratory Therapist (A)
Physical Therapist (B)
Music Therapist (B)
Speech-Language Pathologist/Audiologist (B)
Medical Scientist (B)
Mortician (B)
Psychiatrist (P)
Psychologist (P)
Veterinarian (P)
Dentist (P)
Surgeon (P)
Pharmacist (P)
Hospital Administrator (P)

CAREER OPPORTUNITIES BY PATHWAY

The letter in parentheses indicates what type of post-secondary training is required for an entry level position; t = on the job training, a = associates degree (2 years of college), b = bachelor's degree (4 years of college) and p = professional degree (7-10 years of college). The more education that you have, the higher up you can go in your field.



Human Services Electives

Child Care Worker (T)
Library Assistant (T)
Store Security Officer (T)
Service Station Attendant (T)
Teacher Aide (T)
Flight Attendant (T)
Exercise Instructor (T)
Postal Clerk (T)
Firefighter (T)
Police Officer (A)
Corrections Officer (A)
Driving Instructor (A)
Recreation Leader (A)
Cosmetologist (A)
Paralegal (A)
Teacher (B)
Translator (B)
Political Scientist (B)
Personnel/Human Relations (B)
Athletic Trainer (B)
Clergy (B)
Detective (B)
Counselor (P)
School Administrator (P)
Lawyer (P)
Psychologist (P)
Judge (P)



Natural Resources and Agriscience Electives

Agricultural Chemical Sales (T)
Pest Controller (T)
Farm Worker (T)
Veterinary Assistant (T)
Horticulture Nursery Worker (T)
Logging Worker (T)
Forester/Conservationist (A)
Ornamental Horticulturist (A)
Fish and Game Warden (A)
Water Plant Operator (A)
Chemical Technician (A)
Weather Observer (A)
Conservation Officer (B)
Agricultural Engineer (B)
Landscape Architect (B)
Geographer (B)
Animal Scientist (B)
Meteorologist (B)
Plant Scientist (B)
Entomologist (B)
Oceanographer (B)
Chemical Technician (B)
Soil Conservationist (B)
Physicist (B)
Astronomer (B)

LISTS OF COURSES BY PATHWAY

The numbers in parentheses indicate the grade a student must be in to take the elective.



College Prep Electives

Spanish (9-12)
Current Events (10-12)
Sociology (11-12)
Chemistry (11-12)
Advanced Biology (11-12)
Physics (12)
Algebra 2 (10-11)
Pre-Calculus (10-12)
Accounting (10-12)
Applied English and Computer Publications (10-12)
Business and Personal Finance (11-12)
Dual Enrollment (11-12)



Arts & Communications Electives

Spanish (9-12)
Drawing and Painting (9-12)
Experience in Art (9-12)
Applied English and Computer Publications (10-12)
Band (9-12)
Dual Enrollment (11-12)



Business, Management, Marketing & Technology Electives

Accounting (10-12)
Business and Personal Finance (11-12)
Applied English and Computer Publications (10-12)
Current Events (10-12)
Independent Living (9-12)
Pre-Calculus (10-12)
Dual Enrollment (11-12)



Engineering/Manufacturing & Industrial Technology Electives

Woods (9-12)
Building Trades (10-12)
Advanced Building Trades (11-12)
Physical Science (9-10)
Chemistry (11-12)
Environmental Science (10-12)
Physics (11-12)
Pre-Calculus (11-12)
Dual Enrollment (11-12)



Health Sciences Electives

Foods (9-12)
Independent Living (9-12)
Physical Education (10-12)
Life Sports (9-12)
Child Development 10-12)
Sociology (10-12)
Advanced Biology (11-12)
Chemistry (11-12)
Dual Enrollment (11-12)



Human Services Electives

Child Development (10-12)
Family Living (9-12)
Foods (9-12)
Independent Living (9-12)
Sociology (11-12)
Applied English and Computer Publications (10-12)
Current Events (10-12)
Spanish (9-12)
Dual Enrollment (11-12)



Natural Resources and Agriscience Electives

Pre-Calculus (12)
Advanced Biology (11-12)
Chemistry (11-12)
Environmental Science (10-12)
Physics (11-12)
Dual Enrollment (11-12)

JOHANNESBURG-LEWISTON HIGH SCHOOL

“The best place to learn.”

10854 M-32
Johannesburg, MI 49751

(989) 731-4420 ext. 244
Fax (989) 732-6556

Danica Nowak
Counselor

February 2012

Dear Student:

Effective April 1, 1996, Public Act 160 created the Postsecondary Enrollment Options Act, commonly referred to as dual enrollment. This law directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students are in grade 11 or grade 12.
2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, ACT, or MME. The following table shows the complete list of scores that qualify students for dual enrollment:

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
PSAT	Critical Reading	Reading	44
	Writing Skills	Writing	49
	Mathematics	Mathematics	45
PLAN	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
ACT	Mathematics	Mathematics	18
	Reading	Reading	17
	Science	Science	19
	English	English	21
MME	Reading	Reading	1100
	Writing	Writing	1100
	Mathematics	Mathematics	1100
	Science	Science	1100
	Social Studies	Social Studies	1100

Additionally, according to P.A. 160, eligible students may take courses for which there are no endorsements, such as computer science, foreign language, history, political science, or psychology.

3. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
4. The district must not offer the college courses. An exception to this could occur if the local board of education determines that a scheduling conflict exists, which is beyond the student's control.
5. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, theology, divinity, or religious education.
6. School districts are required to pay the lesser of:
 - a. The actual charge for tuition, mandatory course fees, materials fees and registration fees; or
 - b. The state portion of the students' foundation allowance, adjusted to the proportion of the school year they attend the postsecondary institution.

Please review the contents of this letter and the guidelines on the following page with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact Mrs. Nowak.

Sincerely,

Mrs. Nowak

DUAL ENROLLMENT GUIDELINES AND PROCEDURES

Students must have a qualifying score on the PLAN, PSAT, ACT or MME to take a dual enrollment class.

First, you must apply for admission to the college of your choice. At North Central Michigan College (NCMC), this must be done online at www.ncmich.edu. Kirtland Community College (KCC) has paper applications as well as an online application at www.kirtland.edu. If you are interested in taking a dual enrollment course through a different college, it is your responsibility to contact the school to find out their application procedures. If you fail to apply for admission, your dual enrollment courses cannot be processed at the college and you will not be scheduled for dual enrollment courses. It is your responsibility to ensure that your application is submitted. A confirmation of your acceptance must be turned in to the Guidance Office before you register for any dual enrollment courses.

Second, after you receive confirmation that you have been admitted to the college, you must complete a dual enrollment form, which is available in the Guidance Office. This form, which must be completed each semester, registers you for the classes you wish to take. JLHS will only grant approval for 'eligible courses' that a student is qualified to take. The earlier you return the form, the greater likelihood that you will get the classes you want. All paperwork must be turned into the guidance office by the set deadline.

When you complete your dual enrollment form, you must indicate whether the course is for high school or postsecondary credit or both. This designation must be made at the time that a student enrolls in a postsecondary course and cannot be changed after the form is submitted. Courses taken for high school credit will count toward the student's high school GPA and graduation requirements.

The district does not supervise college courses. College courses are very different than high school courses, and it is very important that the student understands the importance of attending classes, completing coursework, and preparing for exams. You must follow the college schedule even if JLHS does not have school on the day of your dual enrollment class. When winter weather arrives, it is important that you listen to the local radio station for college closings. JLAS assumes no responsibility for transportation to and from the college. If you are having trouble in a college course, it is the student's responsibility to contact their instructor. Assistance and tutoring is often provided at the college, and instructors will have scheduled office hours to meet with students.

JLHS only receives your final grades, which will indicate success or failure in your college courses. Many times, you must earn a 'C' or better in order for your dual enrollment course to transfer to another college. **If a student does not successfully complete a dual enrollment course, JLHS will not approve the student to take additional dual enrollment courses.**

Johannesburg-Lewiston High School will pay tuition and other eligible fees in accordance with the Postsecondary Enrollment Options Act. JLHS will pay an amount equal to the lesser of the amount of eligible charges or the prorated percentage of the state portion of the foundation allowance. The student and parent are responsible for the payment of any costs that exceed this amount. The student and parent are also responsible for other related costs such as student fees, books, and transportation. It is the responsibility of the student and parent to determine the costs of their dual enrollment course prior to enrolling in a course.

If you have any questions about this program, please contact the Guidance Office at 731-4420 extension 244.

COURSE DESCRIPTIONS

BUSINESS EDUCATION

Accounting

This course is recommended for all students interested in pursuing a career in all business related fields. The course will be an introduction to the study of accounting principles and theory. Several hands on simulations are integrated throughout the course as well as opportunities to research business topics. Additional topics covered include financial statements, basic procedures, the accounting cycle, general and columnar journals, payroll accounting, and other topics as related to sole proprietorships, partnerships, and corporations. Topics covered are investments, receivables, inventories, payables, interpreting financial statements, statement of cash flows, departmental accounting, internal control, and accounting for business decisions. This course can count toward a 4th year of Math for seniors.

Prerequisite: ICAs

Grade Level: 10-12

Business and Personal Finance

At some point after high school graduation, most students will enter the workforce. Making wise financial decisions with the money you are earning will become very important. In this course we look at how to set financial goals, make good buying decisions, how banks operate and what services they offer, how credit can help you or hurt you. Students will learn how to write checks, make bank deposits and reconcile a statement. We also study mortgages and what is involved in buying a house as well as, taxes, and insurance. Practical skills covered in this course include how to decide what insurance coverage you really need. Students will also become involved in a business community simulation as well as developing student competencies in areas of solving problems, making business decisions, using reference sources, adjusting to work pressures, developing positive attitude on the job and working with others. For students who are interested in a career in business, this class will be a good foundation to the working knowledge of a small business. This course can count toward a 4th year of Math for seniors.

Prerequisite: ICAs

Grade Level: 11-12

COMPUTERS

Integrated Computer Applications (ICAs)

Integrated Computer Applications is a required class for graduation. Students will develop hands-on computer oriented skills with instruction based on technology and its application in the business world. Using Microsoft Office 2010, students will use Word, Excel, Access, PowerPoint, and Outlook, to complete projects which incorporate CORE academic benchmarks to assist students in mastering those concepts. Publisher 2003 will be used to create newsletters, business cards and additional office related materials. Some of the topics covered are computer hardware, software and peripherals, formal and informal communication, forms and procedure, multi-media powered presentations, creation of business forms using various programs, linking and embedding between applications, and other self-paced hands on projects using multiple applications. Included in this course is a unit on career exploration using various websites such as www.mydreamexplorer.org.

Prerequisite: None

Grade Level: 9

Applied English and Computer Publishing

This course is a unique program that combines writing, literature and yearbook production in a yearlong class. Yearbook and newsletter productions, designing page layouts, creating essays and other writings as well as reading a variety of literary works are all components of this class. Students will be responsible for meeting deadlines, using computer programs to do class work, making decisions regarding assignments and projects and working independently. By taking this class, students may choose to earn an English credit or an elective credit. A maximum of one English credit may be earned from this course towards the four required English credits.

Prerequisite: English 9 and Instructor approval

Grade Level: 10-12

FAMILY AND CONSUMER SCIENCE

Health (One semester course)

This required one semester course will help students in making healthy life-style decisions. They will discover choices that will promote their health and their enjoyment of life now and in the future.

Prerequisite: None

Grade Level: 9

Family Living (offered in 2012-13)

The class begins with a broad look at families in society and ends by projecting students into the future as they think about forming families of their own. In between, students will develop skills that strengthen them as individuals and as family members.

Prerequisite: None

Grade Level: 9-12

Child Development

Students will learn how to understand children from conception to the preschool years. Students will also learn parenting skills necessary for both parents and childcare workers. Students have a chance to share fun activities with a much younger buddy in the kindergarten class.

Prerequisite: None

Grade Level: 10-12

Independent Living (offered in 2013-14)

This course is a comprehensive family and consumer science class that includes all areas for independent living i.e., housing, economics, clothing, food, nutrition, and relationship skills.

Prerequisite: None

Grade Level: 9-12

FOREIGN LANGUAGE

Spanish 1

This class is an introduction to the Spanish language and culture. It will focus on developing basic skills in reading, writing, and speaking Spanish. History, customs, and celebrations of the Hispanic people will also be explored.

Prerequisite: Grade of C or higher in English

Grade Level: 9-12

Spanish 2, 3, 4

These classes are a continuation of Spanish 1. Using a conversational approach this class will focus on the utilization of the Spanish language in spoken and written form. In depth exploration of culture and customs will also be emphasized. This class will be conducted primarily in Spanish.

Prerequisite: Grade of C or higher in Spanish 1

Grade Level: 10-12

LANGUAGE ARTS

Applied English and Computer Publishing

This course is a unique program that combines writing, literature and yearbook production in a yearlong class. Yearbook and newsletter productions, designing page layouts, creating essays and other writings as well as reading a variety of literary works are all components of this class. Students will be responsible for meeting deadlines, using computer programs to do class work, making decisions regarding assignments and projects and working independently. By taking this class, students may choose to earn an English credit or an elective credit. A maximum of one English credit may be earned from this course towards the four required English credits.

Prerequisite: English 9 and Instructor approval

Grade Level: 10-12

English 9

In this class, students will read selections primarily in the genres of short story, drama and the novel. Some selections are chosen also from poetry and non-fiction. Class time will be allocated to the study of English grammar. Vocabulary development as a tool to greater reading comprehension is stressed. Writing is primarily in the form of short essays written to summarize or to explain reading selections, focus questions, quick-writes and longer essays.

Prerequisite: None

Grade Level: 9

English 10

English 10 is an enriched program of composition and literature study. It focuses in the study of American Literature in a variety of genres, with an emphasis on the Power of the Individual. This course is consistently taught at the analysis, synthesis, and evaluation levels of learning. Reading of extra literary works is required, as is completion of assessments in various media forms. Other assessment formats include tests and quizzes, round table discussions, presentations, critiques, journals, a portfolio and other writings.

Prerequisite: English 9

Grade Level: 10

English 11

British Literature is an enriched program of composition and literature study. Students study British Literature in its historical context. This course is consistently taught at the analysis, synthesis, and evaluation levels of learning. Reading of extra literary works is required, as is completion of assessments in various media forms. Other assessment formats include tests and quizzes, round table discussions, presentations, critiques, journals, a portfolio and other writings. We will be focusing on "Transformational Thinking" throughout all of the units.

Prerequisite: English 10

Grade Level: 11

English 12

English 12 is an enriched program of composition and literature study. This course is consistently taught at the analysis, synthesis, and evaluation levels of learning. Reading of extra literary works is required, as is completion of assessments in various media forms, such as a detailed research paper that conforms to the Modern Language Association (MLA) style and a senior project. Other assessment formats include tests and quizzes, discussions, presentations, critiques, journals, a portfolio and other writings. We will be focusing on "Leadership Qualities" and "Diverse Perspectives" throughout the units.

Prerequisite: English 11

Grade Level: 12

MATHEMATICS

Algebra 1

All high school students must pass Algebra as one of the Michigan Merit curriculum requirements. Algebra is study of equations, linear functions, linear inequalities, polynomials, factoring, quadratic functions, exponential functions, radical expressions and rational expressions.

Grade Level: 9-12

Geometry

Geometry is the study of the relationships of points, line, planes, angles, triangles, and circles. Its importance is due to the methods of logical thinking it develops, as well as the mathematical ideas presented. A student of Geometry should be willing to learn how to reason and think about problems: A task that goes beyond "just finding answers."

Prerequisite: Algebra 1

Grade Level: 9-10

Algebra 2

Students will explore polynomials, radical expressions, quadratic functions and logarithmic functions. Students will also investigate series and sequences, conic sections and trigonometric functions. A Graphing calculator is a requirement for this course.

Prerequisite: Geometry

Grade Level: 10-11

Algebra 2 – Part 1

This course is the first half of the Algebra 2 course. Students will explore functions, polynomials, radical expressions, quadratic functions and complex numbers. A Graphing calculator is a requirement for this course.

Prerequisite: Geometry

Grade Level: 10-11

Algebra 2 – Part 2

This course is the second half of the Algebra 2 course. Students will explore exponential and logarithmic equations, series and sequences, conic sections and trigonometric functions. A Graphing calculator is a requirement for this course.

Prerequisite: Algebra 2 – Part 1

Grade Level: 10-11

Pre-Calc/Trig

Pre-Calc/Trig is a course consisting of functions, conic sections, and the use of a graphing calculator, discrete mathematics and trigonometry. This course is written to NCTM standards to prepare students for college calculus.

Prerequisite: Algebra II

Grade Level: 11-12

Accounting

See page 14 for a detailed description. This course can count toward a 4th year of Math for seniors.

Prerequisite: ICAs

Grade Level: 10-12

Business and Personal Finance

See page 14 for a detailed description. This course can count toward a 4th year of Math for seniors.

Prerequisite: None

Grade Level: 11-12

Building Trades

See page 20 for a detailed description. This course can count toward a 4th year of Math for seniors.

Prerequisite: Woods

Grade Level: 10-12

PHYSICAL EDUCATION

Physical Education 9/10 (One semester required for grade 9, Full year elective for grade 10)

Beginning Physical Education is a class that provides the student with an exposure to various physical activities including team sports and individual sports. Students will also be introduced to weight training, plyometric training and fitness activities, which will result in an appreciation of physical activities for the sake of enjoyment as well as maintaining good health.

Prerequisite: None

Grade: 9 and 10

Life Sports

This course will offer instruction in fitness, various activities and sports that the students will participate in throughout their active lives.

Prerequisite: None

Grade Level: 11-12

SCIENCE

Biology

In biology, there is an emphasis on major themes from diversity of life to the nature of science. Emphasis on the major themes allows the student to make connections among major ideas and topics in science. It also allows the student's comprehension of fundamental life processes, understanding of interactions among organisms, and an appreciation of how scientists work.

Prerequisite: None

Grade Level: 9-10

Physical Science

All students should take this class as a sophomore and must successfully pass this course before you can enroll in chemistry or physics. During the course of the year, students study both physics and chemistry concepts such as energy (including transformations and conservation of), motion, waves, light and sound, optics, forces, electricity and magnetism, nuclear reactions, chemical reactions and bonding, the periodic table, properties and nature of matter, nomenclature, atomic structure of atoms, ions, and isotopes, balancing reactions, organic chemistry and the study of acids and bases. Students will perform many pre-designed labs during the course of the year as well as develop their own scientific investigations. A scientific calculator is required for this course.

Prerequisite: None

Grade Level: 9-10

Environmental Science

This course is based on the concept of sustainability. It is about ethics and values, sociology and politics, law and business motivation, and responsibility. Environmental Science is about life and how to sustain it on Planet Earth. Students will be asked to do research on various topics and draw conclusions based upon that research. Primary topics include: ecological concepts, population concepts, soil and water, wildlife, and pollution concepts.

Prerequisite: None

Grade Level: 10-12

Chemistry

This is a college preparatory class. Chemistry will cover the characteristics of matter and the changes it undergoes. Specific topics of study include chemical energy and bond formation, molecular entropy, enthalpy, and polarity, Hess's Law, mass defect, chemical bonding and reactions, advanced nomenclature and formula writing, balancing equations and predicting products, properties of matter and the laws that govern them, classification of matter including Bronsted-Lowery acids and bases, calculation of atomic mass and moles, nature of solutions, application of atomic structure of atoms, ions and isotopes, electron configuration, the properties and quantum nature of electrons, nuclear stability, as well as rates of reactions. A scientific calculator is required for this course.

Prerequisite: Satisfactory completion of both Physical Science and Algebra I.

Grade Level: 11-12

Advanced Biology

This is an advanced course in human physiology. The course is intended to give the student a basic understanding of the human body. Primary methods of learning are investigations. The student will keep a lab journal of all the investigations, which includes sketches, descriptions, observations and conclusions. The student must also memorize and describe the basic equations for photosynthesis and respiration and relate them to concepts discussed in class.

Prerequisite: B- or better in Biology

Grade Level: 11-12

Physics

First semester Physics covers motion, force in one and two dimensions and vectors, and universal gravitation. Second semester covers friction, momentum and conservation, optics, energy transfer and work, behavior and nature of sound and light, current electricity including Ohm's Law, work and power, advanced nuclear reactions, thermodynamics, reflection and refraction. A scientific calculator is required for this course.

Prerequisite: C or better in Algebra II, it is recommended that Pre-Calc be taken simultaneously

Grade Level: 12

SOCIAL STUDIES

World History 9

In World History 9, students will study the history, geography, culture, economic, and government systems of major world regions. The course will focus on the Former Soviet Union, Latin America, Europe, Africa, Southwest Asia, and East Asia.

Prerequisite: None, required for all freshmen

Grade Level: 9

Civics 10

In Civics, students will study the following concepts: foundations of American citizenship, the National Government, the economy and the individual, and the American legal system. Emphasis will be placed on the following topics: roots of American democracy, the Constitution, the Bill of Rights, the branches of the U.S. government, supply and demand, the American economy, legal rights and responsibilities and civil and criminal law.

Prerequisite: None, required for all sophomores

Grade Level: 10

American History

American History at the eleventh grade covers the period from the Civil War up to the present. Included in the coverage will be the study of: the Constitution; causes and results of the major wars; causes and results of the roaring twenties; the Great Depression, and the new Deal; reform movements such as voting; women's struggles, prohibition, civil rights; changing patterns in U.S. foreign policies; comparison of the world's economic systems; and a very strong background in geography by use of globes, maps world events, and newspaper.

Prerequisite: None

Grade Level: 11

Government (One semester course)

American Government covers all levels of government in the United States - local, state, and national. Emphasis is placed on the national government and its processes - law making, taxation, foreign policy, defense, etc. Students will develop the knowledge and attitudes necessary to be responsible, participating citizens of their country.

Prerequisite: None

Grade Level: 12

Economics (One semester course)

This is a course designed to equate the student with the fundamental concepts of Economics and to prepare them for the economic world that awaits them after high school. It will cover both Macro and Micro economic themes. Topics covered will be: Fundamental economic problems, Supply, Demand, Wall Street, International Trade, Labor Organizations, and Scarcity.

Prerequisite: None

Grade Level: 12

Current Events

This class will focus on local, state, national, and international current events through the use of newspapers, magazines, television, and the Internet. Students will be actively involved in debates on current topics as well as researching the reasons behind the events that occur.

Prerequisite: None

Grade Level: 10-12

Sociology

This elective social studies course will explore human behavior.

Prerequisites: None

Grade Level: 11-12

SPECIAL EDUCATION SUPPORT

Special Education Support

The following courses are individually designed for students to meet the requirements of Individual Educational Plan goals and objectives. Students are scheduled into these classes through the IEP process and earn departmental or elective credit as appropriate. Students may also participate in school services or elective classes as appropriate.

Resource Programs

English

Study Support

Math

Inclusion Classes

Social Studies

Science

VISUAL, PERFORMING AND APPLIED ARTS

Foods

Students in this class will learn everything they need to know about nutrition, food science, food knowledge and proper preparation techniques for a snack or a meal.

Prerequisite: None

Grade Level: 9-12

Experience in Art

Students of all skill level are welcome in this explorative course. Utilizing a wide variety of media, a foundation of the elements of art and principles of design will be emphasized. Drawing/sketching, painting, printmaking, fiber arts, folk art, ceramics and sculpture represent the types of art that will be explored. Students are involved in the display and exhibition of completed works.

Prerequisite: None

Grade Level: 9-12

Drawing and Painting

Students of all skill levels are welcome in this fun but focused course. Multiple techniques for drawing and painting will be explored. Opportunities will be provided for beginners as well as more advanced students to develop their style and skill. Art composition, color theory, and historical significance are embedded within each unit. While the principles of design are introduced, students will learn technical aspects, while creating their own original work. Students are involved in the display and exhibition of completed works.

Prerequisite: None

Grade Level: 9-12

Band

Band is an instrumental performance class in which students have the opportunity to improve their musical skills and knowledge through full band, small ensemble and solo performance. Students will learn about a variety of composers, musical styles and musical forms while preparing/rehearsing for public performances. Emphasis is placed on the continued development of tone quality, technique, ensemble performance and sight-reading. Students are required to perform with the Cardinal Marching Band at varsity home football games and with the Symphony Band at all concerts and festivals.

Prerequisite: Open to all students who wish to further their development on a wind or percussion instrument.

Grade Level: 9-12

Woods

An introductory course where students learn basic safety practices around tools used in construction. Students will be introduced to hand tools, portable power tools and stationary power tools. In class projects will be required for students and some fees may be assessed for these projects.

Prerequisite: None

Grade Level: 9-12

Building Trades

This is an introductory course in basic carpentry. Students will be given a broad overview and chance to experience the workings of a residential construction project. Structural layout, foundation work, framing, concrete flatwork, and some mechanical areas will be covered. Students may choose to take this two-period course for one math elective credit and one elective credit or two elective credits. Students will complete real life projects that show knowledge in Algebra, Geometry and Algebra 2.

Prerequisite: Woods

Grade Level: 10-12

Advanced Building Trades

This course is set up in a module format, covering various areas of the construction industry. Specific areas included are heavy equipment operations, highway and civil construction, green building, residential construction, electrical, plumbing and other areas to meet the state required guidelines for the construction trades.

Prerequisite: Woods, Building Trades preferred, but not required

Grade Level: 11-12

*Successful completion of one year each of Woods, Building Trades **and** Advanced Building Trades qualifies students as CTE program completers. These students will earn a certificate which can be used for future employment and/or post-secondary education purposes.*

GUIDELINES FOR RELEASED TIME

The staff at Johannesburg-Lewiston High School strongly encourages maintaining a full academic load throughout high school. Besides classes that are offered at the high school, opportunities are available to students to take dual enrollment and on-line classes. However, there may be circumstances when students in their senior year have met all of their academic requirements, and have taken all of the elective classes that are of interest to them. For that reason, a program of released time is offered to students in their senior year of high school. Students must meet all of the guidelines listed below in order to qualify for released time—

1. Students must have attended a minimum of six full semesters of high school, and have earned a minimum of 17.75 credits by the end of first semester of the junior year.
2. Students are only permitted to have released time for 1 period during the school year.
3. Students must not have accumulated excessive absences during the previous school year. Excessive absences are defined as absences beyond four.
4. **Students on released time must leave the building immediately after the end of their last class, or arrive no earlier than 10 minutes before the start of their first class. Released time students who remain in the building must report to the library for supervision purposes.**
5. Students who abuse the released time privileges by being in the halls while classes are in session, not leaving the building promptly, or arriving late for their first class will lose their released time privilege and will be required to return to class.
6. Students on released time must make arrangements for their own transportation. Failure to have transportation will not be a valid excuse for not meeting the arrival or departure guidelines. Parents must approve all transportation arrangements.
7. Students on released time will not be excused from class meetings and any required school programs, assemblies, or meetings. When such programs are scheduled, students must report to the required program and then may leave when the event is over. Students who fail to attend scheduled events will be subject to discipline and may lose released time privileges.
8. Students may not use released time as an excuse for failing to meet graduation requirements.
9. Students who violate any school rules during the time that they are on released time will be subject to the discipline code, and may lose their released time privileges.
10. The high school principal may deny released time privileges to students who have had chronic discipline problems, or their academic progress may be adversely affected by being placed on released time.
11. If special circumstances exist, students may apply for a waiver of the above guidelines. Waiver applications will be considered by the high school principal on a case-by-case basis.

JOHANNESBURG-LEWISTON HIGH SCHOOL

“The best place to learn.”

10854 M-32
Johannesburg, MI 49751

(989) 731-4420 ext. 244
Fax (989) 732-6556

Danica Nowak
Counselor

February 2012

Dear Parents:

The purpose of this letter is to inform you of your right to request a Personal Curriculum (PC) for your son or daughter. In January 2007, the Michigan legislature passed laws related to high school graduation requirements. These requirements are called the Michigan Merit Curriculum (MMC). The MMC contains more rigorous standards for graduation with a high school diploma. The MMC must be followed for all students in the State of Michigan beginning with the graduating class of 2011.

The goal of the MMC requirements is that it will improve the quality of education for ALL Michigan public high school students. However, some students have special talents and interests that warrant additions to the curriculum. Other students may have disabilities that require some accommodations to keep the MMC meaningful and fair. If you believe your son or daughter needs a Personal Curriculum, you may request for your student to be considered for a PC. Once a request is made, a team is formed to determine what curriculum changes (if any) are appropriate. The MMC requirements and allowable PC modifications are available online at http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html.

The new MMC law requires the following when considering a Personal Curriculum:

- The PC must be requested by the parent, student or school personnel.
- The PC may not be needed if the MMC for a student can be addressed with other reasonable arrangements.
- When needed, PC is written by a group of knowledgeable people that includes the parent and school staff.
- The PC must adhere to the MMC content standards as much as is possible for the student. In other words, the essential content expectations for graduation must still be met.
- The PC may exceed the requirements of the Michigan Merit Curriculum.
- The PC may contain some special provisions for students with documented disabilities.
- The PC must be approved by the superintendent of the school district.
- The PC may be adjusted during the course of the student's high school education using the same process, as appropriate.

For more information about the personal curriculum, or to make a request for a PC for your students, please contact me at the high school at 731-4420 ext. 244.

Regardless of your child's path through the Michigan Merit Curriculum to graduation, we are looking forward to working with you to provide meaningful educational opportunities for all of our students.

Sincerely,

Danica Nowak
Counselor
Johannesburg-Lewiston High School

PUBLIC NOTIFICATION OF CAREER AND TECHNICAL EDUCATION (CTE) OPPORTUNITIES

Johannesburg-Lewiston Area Schools offers Career and Technical Education programs at the high school. These programs are designed to prepare students for a broad range of employment and training services and are offered under the guidance of certified teachers. The following is a list of programs that are currently offered and the criteria for admission.

<u>Program</u>	<u>Admission Criteria</u>
Business Administration	No prerequisite
Construction Trades	No prerequisite

All career and technical education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact:

Principal
Johannesburg-Lewiston High School
10854 M-32 East
Johannesburg, MI 49751
989-731-4420

Inquiries regarding nondiscrimination policies should be directed to:

Superintendent
Johannesburg-Lewiston Area Schools
10854 M-32 East
Johannesburg, MI 49751
989-732-1773

JLAS BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH STATE AND FEDERAL LAWS

The following information is provided for the protection of your civil rights.

The Johannesburg-Lewiston Area Schools Board of Education complies with all State and Federal Laws and Regulations prohibiting discrimination and with all requirements and regulations of the Michigan and U.S. Departments of Education. It is the policy of the Johannesburg-Lewiston Area Schools Board of Education to provide equal membership/employment/service opportunities to all eligible persons without regard to and not to discriminate on the basis of race, color, national origin, religion, citizenship, age, sex, marital status, parental status, handicap, membership in any labor organization, political affiliation, and for employment only, height, weight, and record of arrest without conviction, in its educational programs, activities, or employment as required by Title VI of the Civil Rights Act of 1964.

Title VI

No person(s) shall, on the basis of race, color, or national origin, be excluded from participating in, be denied the benefits of, or be otherwise subjected to discrimination.

**Coordinator/Grievance Officer:
Mr. James Hilgendorf
10854 M-32 East
Johannesburg, MI 49751
(989)732-1773**

Title IX

No person(s) shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity for which Johannesburg-Lewiston Area Schools is responsible.

**Coordinator/Grievance Officer:
Mr. Rick Holt, High School Principal
Director of CTE Services
10854 M-32 East
Johannesburg, MI 49751
(989)731-4420 ext.244**

or

**Coordinator/Grievance Officer:
Mrs. Linda Arbogast
Lewiston Principal
Director of Title I Services
4580 Montmorency St.
Lewiston, MI 49756
(989)786-2253 ext. 224**

Section 504

No otherwise qualified handicapped person(s) shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which Johannesburg-Lewiston Area Schools is responsible.

**Coordinator/Grievance Officer:
Mr. Thomas Hausbeck
Elementary/Middle School Principal
Special Education Coordinator
10854 M-32 East
Johannesburg, MI 49751
(989)731-2040 ext.231**

GRIEVANCE PROCEDURES

Title VI of the Civil Rights Act of 1964
Title IX of the Education Amendment Act of 1972
Section 504 of the Rehabilitation Act of 1973
Age Discrimination Act of 1975
Title II of the Americans with Disability Act of 1990

Section I

Any person believing that the Johannesburg-Lewiston Area School District or any part of the school organization has inadequately applied the principles and/or regulations of; (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendments of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, or (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint within thirty (30) calendar days of the alleged infraction, which shall be referred to as a grievance to:

Civil Rights Coordinator
Johannesburg-Lewiston Area Schools
10854 M-32 East
Johannesburg, MI 49751
(989)-732-1773

Section II

The person who believes that a factual basis for a grievance exists of sex and disability discrimination, including harassment by students, staff and third parties shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator or his/her designee, who shall in turn investigate the complaint and reply with an answer within twenty-one (21) calendar days. In cases where harassment is found, the District will take steps to prevent recurrence of the harassment and to remedy its discriminatory effects. If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

*Section II is optional and not required as a prerequisite to filing a formal grievance with the U.S. Dept. of Education, Office for Civil Rights, 600 Superior Avenue, East, Suite 750, Cleveland, OH 44114.

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the Local Civil Rights Coordinator or his/her designee within seven (7) calendar days of receipt of answers to the informal complaint or within seven (7) days of the alleged sex and/or disability discrimination, including harassment by students, staff and/or third parties. The coordinator or his/her designee shall further investigate the matters of the grievance and provide a thorough and impartial investigation of the complaint, including the opportunity to present evidence and identify witnesses and reply in writing to the complainant within twenty-one (21) calendar days. In cases where harassment is found, the District will take steps to prevent recurrence of the harassment and to remedy its discriminatory effects.

Step 2

A complainant wishing to appeal the decision of the local Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within seven (7) calendar days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within twenty-one (21) calendar days.

Step 3

If unsatisfied, the complainant may appeal through a signed, written statement to the Board of Education within seven (7) calendar days of receiving 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 representative within forty (40) calendar days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within twenty-one (21) calendar days of this meeting.



Anyone at any time may contact the U.S. Department of Education/Office for Civil Rights for information and/or assistance at 216/522-4970. If the grievance has not been satisfactorily settled, a complaint may be made to the U.S. Department of Education Office for Civil Rights, 600 Superior Avenue, East, Suite 750, Cleveland, OH 44114.

The local Coordinator, on request, will provide the complainant with 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 in the Civil Rights Coordinator's office.

The Office for Civil Rights, Department of Education, Cleveland Ohio is not part of the Johannesburg-Lewiston Area Schools' appeal process.

Section 504, Title II, title VI and Title IX prohibit retaliation against anyone who has opposed discrimination or filed a complaint or participated in an investigation.