

ALGOMA HIGH SCHOOL



STUDENT HANDBOOK

School Board Approved 2015

Algoma High School Student Handbook

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Introductory Information

MISSION STATEMENT

It is the mission of the School District of Algoma to strive for excellence in education for all students, to help students develop to their fullest potential, and to promote personal integrity so that they may become contributing members of society. The District will commit to achieve this mission by using the talents, assets, and resources available and will encourage a partnership of community, students, family, and school.

NONDISCRIMINATION POLICY

It is the policy of the School District of Algoma that no person, on the basis of sex, race, religion, national origin (including LEP), ancestry, creed, pregnancy, marital status, parental status, sexual orientation or physical disability, mental disability, emotional disability, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program.

“In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800)795-3272 (voice) or (202)720-6382 (TTY). USDA is an equal opportunity provider and employer.”

DAILY SCHEDULE

1st Hour	7:55 - 8:47
Break	8:47 - 8:55
2nd Hour	8:58 - 9:50
3rd Hour	9:53 - 10:45
4th Hour	10:48 - 11:40
11:43 Lunch (if not Band/Chorus)	11:40 - 12:10
Band/Chorus 5th Hour	11:43 - 12:35
Band/Chorus Lunch	12:35 - 1:05
5th Hour (if not Band/Chorus)	12:13 - 1:05
6th Hour	1:08 - 2:00
7th Hour	2:03 - 2:55
8th Hour	2:58 - 3:48

ZERO hour classes are offered based on Principal's approval.

STUDENTS: DO YOU HAVE A PROBLEM OR CONCERN?

1. Take your concern to the person closest to the problem: **Teacher/Coach/Student Council**
2. If not satisfied, take your concern to the next level: **Counselor**
3. If still not satisfied, take the concern to the next level: **Principal/Superintendent**
4. If still not satisfied, request a hearing with your **School Board**.

Academic Information

REQUIREMENTS FOR HIGH SCHOOL GRADUATION

(Board Policy)

Normally four (4) full years of attendance will be required; however, under special circumstances, the principal may adjust this requirement when it is in the best interest of the student. Students may apply during their 1st semester of their senior year for early graduation. See Guidance for information and forms.

A credit shall consist of the successful completion of two semesters of course work. Fractional credit shall also be given for courses not meeting for a full year. Exemption from the physical education requirement may be obtained only upon recommendation of a physician.

The following graduation requirements have been established by the Board of Education:

English	4.0 credits
Social Studies	3.5 credits
Science	3.0 credits
Math	3.0 credits
Physical Education	1.5 credits
Health	.5 credits
STEM/CTE	1.0 credits
ESPF	.5 credits
Fine Arts	.5 credits
Electives	6.5 credits
Total credits for graduation	24 credits

Classes of 2016 and 2017:
STEM/CTE 1.0 credits
=
Today's Teens and
Computer Essentials

TRANSFER STUDENTS

Credit for transfer students will be evaluated by the Principal and treated in the following manner:

- A. Transfer students from within the State of Wisconsin shall meet graduation requirements established by the State of Wisconsin Department of Public Instruction and the Board of Education of the School District of Algoma.
- B. Transfer students from outside of the State or private school shall not be denied the opportunity to graduate from high school in the normal four year period because of noncompliance with the above, provided they have successfully completed their course work to the date of transfer and were on schedule (credit-wise) to graduate in their previously attended high school and continue to maintain satisfactory performance while enrolled in Algoma High School. The principal will evaluate their record and make allowances according to their year in school at the time of transfer to Algoma High School. Where possible, attempts will be made to complete deficiencies.
- C. Transfer students from a home-based private educational program shall meet graduation requirements established by the State of Wisconsin Department of Public Instruction and the Board of Education of the School District of Algoma.

GRADUATE EQUIVALENCY DIPLOMA

Students unable to earn a competency diploma will be encouraged to pursue their GED through Northeast Wisconsin Technical College.

GRADING

Grades belong to the student; not to the teacher. Grades are based on the student's effort, ability, and attitude in trying to achieve predetermined goals, objectives, or outcomes. In the beginning of each semester, each teacher shall establish the factors to be considered in arriving at the quarter and semester grades. These factors should be explained and discussed with the students.

The grading system must fit into the school grading policy listed below:

- A --- 90 - Advanced Proficient
- B --- 80 - Proficient
- C --- 70- Basic Proficient
- D --- 60- Minimal Proficient
- F --- 59 - 0 - Non-Proficient
- S -- Passing (credit earned)
- E -- Effort (credit earned)
- I -- Incomplete

GRADE POINT AVERAGE

The following GPA points will be awarded for grades. Beginning with the class of 2017 the 5.0 grading scale will apply to those advanced courses requiring three years of pre-requisite courses taught by Algoma School District staff.

Grade	Point Value	Advanced Point Value
A	4.000	5.000
A-	3.667	4.584
B+	3.333	4.166
B	3.000	4.000
B-	2.667	3.556
C+	2.333	2.333
C	2.000	2.000
C-	1.667	1.667
D+	1.333	1.333
D	1.000	1.000
D-	0.667	0.667
F	0.000	0.000

HONOR ROLL

Highest Honors	4.0 or higher
High Honors	3.75 - 3.99
Honor	3.50 - 3.7499
'B' Honor	3.0 - 3.499

The honor rolls will be released at the end of each semester.

ALTERNATIVE EDUCATION CRITERIA

The school will determine if a student has demonstrated a level of proficiency in the subjects listed equivalent to which he/she would have attained if he/she had satisfied the regular requirements. Criteria may include elements such as performance and portfolio assessment, grade-point averages, attendance, teacher and parent input, and other relevant factors. Attainment of these criteria will be determined by consensus through the expert judgment of a committee of professional educators, and the parent (s) or legal guardian (s). The committee shall, at a minimum, consist of the building principal, guidance counselor, and one (1) teacher from each of the four (4) core subjects to be assessed.

The determination may be reviewed by the School Board upon appeal.

STUDENT ACCOMMODATIONS

Students with exceptional educational needs (EEN) as authorized by Section 118.33 Wisconsin Statutes shall be provided accommodations as determined by the Board and approved by the Superintendent of Public Instruction.

A diploma may be granted if the following requirements are met: (a) the student is enrolled in an alternative education program approved by the board; and (b) the school has determined that the student had demonstrated a level of proficiency in English, Social Studies, Mathematics, Science, Physical Education, Health and 9 elective credits equivalent to the proficiency which a student would have attained if he/she had completed graduation requirements.

CLASS LOAD - DROPPING CLASSES

Every student is expected to have a minimum daily schedule of seven classes. Once a student has enrolled in a class **the class may not be dropped, without principal's approval. [Class changes will only be allowed during the first 3 days of the semester]**

COURSES WHICH REQUIRE ADDITIONAL COST

Any classes requiring additional fees will be identified in the Course Description Handbook. Students will be notified if additional fees are required in any other classes.

PROGRESS REPORTS

All students will have progress reports sent home after the fourth, ninth, and thirteenth week during each grading period.

ACADEMIC LETTER PROGRAM

Students will earn this letter by accumulating nine (9) letter points awarded each semester as follows:

4.0 GPA or higher	3.0 points
High Honors	2.0 points
Honor Roll	1.5 points
B Honor Roll	1.0 point
Academic Improvement	1.0 point

Students will be awarded points for as many categories as they qualify for each term. Once a letter is earned, a student will receive an academic pin to be placed on the letter for each eight (8) points beyond the original nine (9) letter points.

NATIONAL HONOR SOCIETY

Selection for membership is by the faculty council and is based on outstanding scholarship, character, leadership and service. Once selected, members have the responsibility to continue to demonstrate these qualities. Since the NHS is an honor and a privilege, students who choose not to live up to the standards of the National Honor Society may be removed from the NHS.

1. Students who have a current GPA of 3.50 or higher and are of sophomore standing or older will be eligible for membership.
2. Eligible candidates will be required to pick up, complete, and return a Student Activity Information Form. These forms will be available from the chapter advisor. Parents/guardians of eligible candidates will be notified of their candidacy and the requirement regarding this Student Activity Information Form.
3. Eligible candidates will be notified of their eligibility and the availability of the forms. Any forms not picked up will be destroyed, and those candidates will not be considered for membership.

Attendance Information

ATTENDANCE

A.H.S. students are required to follow State Statutes 118.15 Compulsory School Attendance and 118.16 Habitual Truants. **It is the responsibility of the parents/guardians of the absent student to telephone the High School Office (Attendance Office 487-7001 ext 2302) on the day of the absence to inform school officials of the absence and the reason for it.** The following reasons are justified excusable absences:

1. Illness on the part of the student. (Medical verification may be required if deemed necessary due to circumstances or excessive absences.)
2. Regular medical and dental appointments. (These appointments should be scheduled during non school hours if possible or an Absence Form should be completed and submitted prior to the date of the appointment.)
3. Serious illness or death in the immediate family.
4. Absence resulting from acts of nature which cause serious problems to the family.
5. University or Tech College visitation (request must be made to the attendance office on an Pre Planned Absence Form, properly signed by the teachers and guidance counselor 48 hours in advance of the absence.)
6. Family vacations (At least one parent/guardian must accompany the student and the request must be made to the Principal on an Absence Form, properly signed by the teachers and guidance counselor 48 hours in advance of the absence.)
7. Special and reasonable circumstances with the Principal's approval in advance of the absence.
8. Students are expected to be in attendance the entire school day.

Failure to follow these procedures will require the school to unexcuse the absences, which may affect the student's grade, graduation status, and be assigned detention time. If a student is to be absent for more than one day or an extended period of time due to illness, etc. the parent/guardian should notify the school daily or make arrangements with the school. Arrangements for school work can be made by contacting the guidance office. If the parents/guardians do not have a telephone, they should send a written note, which indicates the date and the reason for the absence.

HABITUAL TRUANCY

Any student absent (unexcused) part or all of any day school is in session will be considered truant. **Students who skip school will be considered 'Simple Truants' and can receive a citation for each class period/day they are gone.** Students with five (5) truancies, during a semester, are considered habitual truants. (State Statute 118.16)

1. Upon the third unexcused absence a Truancy Warning Letter will be sent home.
2. Upon the fifth truancy a Habitual Truancy Letter will be sent home and the issue will be referred to the Kewaunee County Social Services and the Algoma Police Department.
3. Algoma High School may issue additional truancies as deemed necessary.

EXCESSIVE EXCUSED ABSENCES

Upon ten excused absences a letter requiring a medical excuse for each subsequent absence will be issued. (State Statute 118.15 (3) (c).

Subsequent absences will be reviewed by the principal to determine if they are excusable. If/when a student acquires five (5) unexcused absences, truancy rules will take effect.

TARDINESS

Students who are tardy should report to the office for a tardy slip. Excessive tardiness will result in a truancy violation.

Student Conduct Information

RULES AND EXPECTATIONS

Best attitude and effort maximizes performance:

1. Be on Time
2. Be Prepared
3. Be Respectful
4. Be Accountable
5. Be Consistent

DISORDERLY CONDUCT, CONTROLLED SUBSTANCES AND WEAPONS

Penalties may be imposed for the following general offenses: vulgar and unacceptable language, assault, fighting, harassment, insubordination and disrespect, possession and use of illegal articles, (i.e. fireworks), theft, gambling, and improper or unauthorized use of motor vehicles. Violators will be subjected to privileges revoked, suspensions, expulsions, or disorderly conduct charges/fines.

Possession of controlled substances, including alcohol and tobacco, on school grounds will result in suspensions and may result in expulsion hearings and penalties congruent with applicable law(s).

Possession of weapons and firearms will result in expulsion.

A student may be removed from class for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

a) Behavior that violates the District's policies on suspension and expulsion.

The District Policies regarding suspension and expulsion are set forth in Sec. 8L (3) (4). It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

b) Behavior which is disruptive, dangerous or unruly

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion the following behavior may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

1. Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.
2. Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.
3. Behavior that may constitute sexual or other harassment.
4. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.
5. Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
6. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.
7. Destroying the property of the school or another student.
8. Loud, obnoxious or outrageous behavior.
9. Wearing of hats **at any time** within the school building.

c) Behavior which interferes with the ability of the teacher to teach effectively.

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. A student may be removed for behavior, which constitutes:

1. Open defiance of the teacher, manifest in words, gestures or other overt behavior.
2. Open disrespect of the teacher, manifest in words, gestures, or other overt behavior.
3. Other behavior likely or intended to sabotage or undermine instruction.

d) Behavior which is inconsistent with class decorum and the ability of others to learn.

In addition, there may be grounds for removal for behavior, which is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, CHRONIC sleeping in class, blatant inattention, or other overt refusal to engage in class activities.

CHEATING AND ACADEMIC MISCONDUCT

Cheating and academic misconduct is an act in which a student:

- a. submits a paper or assignment as one's own work when any part of the paper or assignment is the work of another
- b. uses a close imitation of the language and thoughts of an author as one's own work
- c. cheats on an examination through using unauthorized notes/materials, electronic devices, looking off another's test, or using stolen answers
- d. obtains and uses unauthorized test information or course materials
- e. participates in collusion
 - Collusion occurs when students who are preparing individual assignments or projects work together and submit similar work for assessment. Any student who allows another to use his or her materials is also guilty of collusion. Collusion does not occur if students have been assigned group projects.
- f. accesses and/or uses any work from another student with intent to submit/use information as his/her own work
- g. knowingly and intentionally assists another student in any of the above

Any student found doing any of the above will receive a "0" for that assignment or test and other appropriate consequences as stated in the Co-curricular Code of Conduct, with a minimum penalty of 25% of the season. If this results in a failing grade in the course, the student will be responsible for gaining credit by retaking the course during the school year or in summer school.

CONDUCT ON TRIPS

The Algoma Board of Education must approve all out-of-state/country trips at least **two (2) months** in advance of the trip.

A. Ski Club/FFA/Forensics/One Act Play/Destination Imagination /Academic Competition Trip/FBLA

1. Possession and/or use of controlled substances and/or alcohol on school grounds or at any point during the trip. (See Student Conduct and Discipline)
2. Inappropriate Conduct: Conduct deemed inappropriate while on trips, including those which are overnight may result in disciplinary action that may include removal from any further trips, including those which are overnight for a period of one year, in addition to other appropriate consequences.

B. Senior Class Trip

1. Any student found guilty of possession or use of any kind of illegal and/or controlled substance and/or possession or usage of alcoholic beverages may be sent home at parent's expense and will not be permitted to participate in or attend graduation ceremonies.
2. Any misconduct deemed to be of a serious nature by the chaperones would be called to the attention of the Principal with a recommendation for an appropriate penalty. This will also result in suspension from participation in or attendance at graduation ceremonies.

C. Other

1. Students may also be denied the privilege of participating in any of the above trips, or other field trips, if they have a previous school record of school violations that indicates they may be detrimental to the school if they were a part of the trip. This may include a past record of use of controlled substances and/or alcohol or inappropriate conduct to include classroom discipline problems, skipping school, theft, etc.
2. School Policy for all trips: Regular school policy will also be followed along with the above in terms of suspension from school, or other penalty as deemed appropriate by the Principal.

TOBACCO

Students are not allowed to use or have on their person any form of tobacco or smoking paraphernalia while on school property or at a school function. State law prohibits smoking on any school grounds in the state of Wisconsin. A City Ordinance also prohibits the possession or use of tobacco by anyone under the age of 18 in the city of Algoma. Students in violation will be subject to school disciplinary measures; loss of items, restriction to the building during lunch period and suspension. In addition the police will be notified.

INTERPERSONAL RELATIONSHIPS

Passionate public displays of affection in terms of hugging, kissing, and long embraces are not condoned by the school, nor is it considered appropriate behavior in a school environment. We ask students to refrain from such behavior. Disciplinary actions may be taken for failure to comply with such requests.

STUDENT HARASSMENT

The District is committed to the provision of a democratic learning environment free of any form of harassment or intimidation toward and between students. It will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it.

SEXUAL HARASSMENT

Any student found to be sexually harassing another student or teacher will be subject to disciplinary action. Any student may seek assistance by contacting the Guidance Counselor or the Principal.

VALUES AND BELIEFS

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, time away from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

COMMUNITY SERVICE

In certain disciplinary situations students may be offered community service time in lieu of other disciplinary action, if the principal deems it appropriate.

SUSPENSION

Violations of certain rules or continuous refusal to abide by school rules will result in suspension from classes or school for a period up to five (5) days. Duration and type of suspension depends on the severity, type and occurrence of the student's actions and will be determined by the Principal. Parents will be notified by phone and/or in writing of the situation and actions taken.

IN SCHOOL SUSPENSION (ISS)

A student will be suspended from his/her normal classes and be placed in the ISS (area) under staff supervision and not be allowed to socialize with his/her peers or leave the ISS room during the day. It will be the student's responsibility to turn in the make-up work within the time the teacher provides.

OUT OF SCHOOL SUSPENSION (OSS)

A student is suspended from school (property, functions, etc.). If the student is seen on school grounds or at school functions, trespassing charges will be brought against the student. Students will be reinstated only after a parental contact (conference, phone, etc.) is held with the Principal/Guidance Counselor.

EXPULSION

Expulsion is the total removal of a student from the school or bus, this includes all school activities such as athletic contests, concerts, dances, or other school programs. Expulsion is done only through a school board procedure. This is used in cases of endangerment to school property, health or safety of others.

Student Activities Information

POLICIES FOR SPECIAL EVENTS

The below policies and procedures that concern all students have been adopted for the school year based upon the recommendation of a student-parent-faculty sounding committee.

A. Class Dues/Fundraising

1. The dues charged for normal operation of the class and for the class project shall be limited to a maximum of \$10.00 per year for Freshmen and Sophomores. \$15.00 per year for Juniors and Seniors
2. Students who are financially unable to pay their dues may contact an advisor to their class indicating this inability and a faculty-student committee may designate an alternate method of meeting this obligation.
3. Only those who have met their class dues obligations may vote on class projects and be eligible for selection to the Homecoming Court, Prom Court, or other activities of that type.
4. Each class is required to keep accurate records of all transactions and all work or selling records of each student within the class. Students who have not participated in the class activities may "buy in" at any time and be a part of the project goal selected (i.e. class trip) by the class, based upon the per student cost at the time they wish to rejoin or belong to the class so as to gain the benefits of the class.

B. Prom Court

1. Shall not exceed eight junior couples, plus crown bearers and the past year's king and queen.
2. The procedure of selecting the junior couples shall be determined by the class.
3. In order to be eligible for selection to the Prom court, students must have paid all of their class dues to date of selection.
4. Students must be passing all classes and have no unexcused absences.

STUDENT COUNCIL

The student council is charged with representing the student in matters of school policy directly affecting students. If you have suggestions or complaints, contact your student council representative and make your feelings known.

STUDENT CO-CURRICULAR ACTIVITIES

A.H.S. students are encouraged to participate in the many extracurricular activities offered. The following organizations are available, if interested in one of the activities, please contact the advisor:

<u>CLUB OR ORGANIZATION</u>	<u>ADVISOR</u>
Math Team	Mr. Buczek
Forensics	Ms. Erickson
One Act	Mr. Dier
F.F.A.	Ms. Colle
Environmental Science Club	Mr. Nelson
Musical	Ms. Scheck
Jazz Ensemble	Mrs. Massey
National Honor Society	Ms. Kulm
Ski Club	Mr. Wiltfang
Student Council	Mr. Nelson
SPLAT	Mrs. Evenson
Yearbook	Mrs. Evenson
FBLA	Ms. Allen
Destination Imagination	Mrs. Harper

<u>SPORT</u>	<u>COACH</u>
<u>FALL</u>	
Cross Country (Coed)	Mr. Schmiling
Football (Boys)	Mr. Vandervest
Volleyball (Girls)	Ms. Koss
Soccer (Coed)	Mr. Dawson
<u>WINTER</u>	
Basketball (Boys)	Mr. Graf
Basketball (Girls)	Mr. Zastrow
<u>SPRING</u>	
Baseball (Boys)	Mr. Lukes
Softball (Girls)	Ms. Schubert
Track (Coed)	Mr. Schmiling

ATHLETIC/CO-CURRICULAR PRACTICE TIMES

Athletics/Co-curriculars may not begin before 3:15pm. Students are not allowed to suit up until school is out. Academics take priority over athletics/co-curriculars; therefore, a teacher can deem it necessary for a student to miss part or all of practice in order to work with them to remain in good academic standing.

RESPONSIBILITIES OF STUDENTS AT ATHLETIC CONTESTS

Interscholastic athletics exist for their educational value, and spectators are guests at this experience. Spectators and fans must uphold the ideals of good manners and sportsmanship.

Prohibited activities at co-curricular activities include but are not limited to the following: alcohol consumption, name calling, taunting, ridicule, official harassment, body passing, object passing, etc.

Any person violating these prohibitions or displaying unacceptable conduct will be subject to, but not limited to, the following:

1. Expulsion from the contest or event
 2. Forfeiture of future attendance or participation privileges
 3. Citation
 4. Fine
- A. General regulations at athletic contests
1. Conference regulations prohibit the following at athletic contests:
 - a. Stomping and heel kicking of bleachers.
 - b. Throwing of confetti
 - c. Use of noisemakers unless used in conjunction with a bonafide school cheer and/or as a part of a school's pep song being led by cheerleaders.
 2. Visiting schools shall conform to any host school policies and regulations not listed above.
- B. A conference sportsmanship trophy is awarded to the conference school displaying the best sportsmanship throughout the school year. This award is voted upon by the principals of the conference based upon the input from each school's sportsmanship committee consisting of students, coaches, and spectators.

ATHLETIC/CO-CURRICULAR PARTICIPATION

In order to participate in **ALL** Co-Curricular activities, which includes Prom and Homecoming Courts, students must meet the below standards:

1. Students are required to maintain a passing grade in all classes and must have earned no "F's" at the end of the most recent grading period prior to the start of a particular athletic or activity season. During the season, grades will be checked consistently by the Athletic Director and coaches/advisors as outlined in the Co-Curricular Code of Conduct. If any student is found not passing his or her classes, the probationary process will be followed according to the Code.
2. The parent/guardian of a student who wishes to participate in the above must attend a pre-season meeting conducted by the coach/s of the activity before the student will be permitted to participate.
3. All fees must be paid, along with any other fee, **before participation.**

Students who represent the Algoma High School in athletic and co-curricular activities are held to a higher standard and may receive discipline above and beyond students not involved in such activities.

Miscellaneous Information

SCHOOL SONG

It's your school and it's my school; We'll fight to bring it fame, And to show we have the spirit; We'll be at every game. We'll fight fair and we'll play square, And proudly we'll confess The one who cowers at defeat - Is not in A.H.S.

ALMA MATER

By old Michigan's proud waters Rolling waves of blue, Stands Wisconsin's fairest high school, Alma Mater true. Sing her praises, let the chorus Ring o'er land and sea. Hail, Algoma, Alma Mater, Hail, all hail to thee!

CLOSED CAMPUS – LUNCH

Algoma High School has a closed campus lunch hour. All students at AHS will be assigned to a lunch period after 4th hour. During this time, all students will be expected to report to the cafeteria for lunch. Federal regulations prohibit any competition with the lunch program; therefore, lunches such as pizza, sub sandwiches, etc. cannot be delivered to the school from establishments. Students are not to share food. Glass bottles will not be permitted in the lunchroom. Inappropriate behavior will lead to assigned seating or cleaning.

At all times, students must check in/out at the office and have parental permission to leave the campus. Students leaving campus without permission will be considered truant.

LUNCH ACCOUNTS

Effective January 5, 2015 the Algoma School District will only refund lunch/breakfast money to students if their balance is over \$5.00 when they leave the district or graduate. Amounts \$5.00 and under will not be refunded unless a written request is made to transfer lunch/breakfast money to a sibling's account.

WEATHER ANNOUNCEMENTS

In the event severe weather conditions require school to be called off before starting or through early dismissal, this information can be obtained by listening to radio stations WCUB, WLTU, WSRG, WAUN, WDOR, WBDK, WRKU, WRLU, WIXX, WGEE, WAPL, and WZOR or television channels 2, 5, 11, 26, and 32.

HOMELESSNESS

Many circumstances facing families can fit the definition of homelessness. Free lunch and other accommodations can be offered to families in this situation, Call the Homeless Liaison, Nick Cochart, at 920-487-7001 extension 3403 for information.

DRESS AND GROOMING

The following may cause disruption or is a safety hazard and are not allowed:

1. Any clothing with writing, pictures, or symbols, which enhance the image, or through direct appeal, promotes the use or consumption of tobacco, drugs, and/or alcohol.
2. Any clothing with writing, pictures, or symbols which are suggestive, obscene, or distasteful.
3. Halter tops, half shirts, and muscle shirts. *[e.g. Any clothing that does not completely cover the back, shoulders, chest, or midriff is considered inappropriate]*
4. Outdoor attire (jackets, vests, etc.) are not permitted in the classroom.
5. Wearing of caps, hats, bandanas, scarves, etc.
6. Shorts and "ripped" clothing are permitted, at the discretion of the parents, with the following stipulations:
 - a) No shorts that conform to the body contour (Lycra-Spandex) unless covered by other shorts.
 - b) No shorts or pants with rips and tears shorter than mid-thigh.
 - c) No shorts shorter than mid-thigh.
7. Going barefoot, stocking foot, or wearing bedroom slippers.
8. Wallet/Pocket Chains.

If a teacher feels that a student is improperly dressed or groomed, the student may be sent to the office. If the student's appearance is deemed inappropriate, action will be taken to include changing the clothing, reprimand and/or notifying parents and asking for their cooperation.

BACKPACKS

While we recognize the need for students to use backpacks to transport school material to and from school, we also recognize that backpacks need to be kept in the individual's locker during the school day.

MOTOR VEHICLES

Each student driving a motor vehicle to school must register the vehicle in the High School Office by Friday of the 1st week of school. Students who acquire their driver's license during the school year and begin driving to school must register their vehicle at that time. Motor vehicles must be registered regardless of how often they are driven. Only motorized vehicles licensed for highway travel are permitted on school grounds.

Vehicles parked inappropriately may be ticketed or towed at the owner's expense. Vehicles parked on school property are subject to searches where reasonable suspicion of violation is present. **Vehicle traffic is not allowed to use the South exit after school due to bus safety issues.**

Parking in the school lot is a privilege and may be lost due to violations of school expectations.

SKATEBOARDS AND SCOOTERS

Because skateboards and scooters on the school's parking lot and grounds present an element of danger to drivers and pedestrians, skateboard/scooters and wheel shoes will not be permitted on school grounds. Students who violate this regulation are subject to disciplinary action.

CANS AND BOTTLED BEVERAGES IN SCHOOL

No open beverage containers may be brought into the building. Only juice and water sold in plastic bottles may be consumed in the building, and its **consumption shall be contained in the cafeteria area**. For sanitary and health reasons, all empty beverage containers shall be deposited into the trash container marked "RECYCLABLES ONLY". Failure to comply with this policy may result in the closing of commons and/or removal of the beverage machines. The period of time the machines will be open, shall be determined by the Principal. Food and drinks are allowed in classrooms at teacher's discretion.

ELECTRONIC DEVICES

Electronic devices with or without headsets will follow "My Time/Your Time" policy with the consent of the instructor and/or principal.

The use or display of cell phones is limited to the "My Time, Your Time" policy during hours of instruction (7:55AM – 2:55PM). Cell phones may be used only when the teacher indicates "Your Time." Students who abuse this privilege are subject to disciplinary actions and/or loss of cell phone.

INTERNET AND COMPUTERS

Any student who wishes to use the INTERNET and/or computers must agree to all terms of the District's Media Acceptable Usage Policy and have a password.

DISRUPTIVE MATERIAL

Laser pointers, hacky sacs, water guns or any other object which causes a disruption or is a safety hazard are not permitted on school grounds. Students who violate this regulation are subject to disciplinary actions.

OFFICE PROCEDURES AND MISCELLANEOUS ITEMS

Office phones are for conducting school business only. You will be allowed to use an office phone only in an emergency.

All food purchases must be prepaid in the office.

The office will not be making change or cashing checks for cash. However, the office will accept checks written for payment of lunch tickets, book and athletic fees, etc.

LOCKERS

Lockers are the property of the school, which are loaned to the students for the school year and may be inspected at any time. It is for the convenience of the student to be used solely and exclusively for the storage of outer garments, footwear, and school related material and students are not to use them for any other purpose. **Changes for any reason must be cleared through the office.** Objectionable pictures are not allowed in lockers. A fee will be assessed to students for damage to their assigned lockers. Students will be held responsible for the cleanliness of the locker both inside and outside. **Do not give your combination to anyone.** Penalties in terms of fines and/or detentions may be given for lockers found unclean or defaced in any manner. In order to maintain a Drug Free School environment, police canine units may be used to inspect student lockers at any time.

BUILDING CLEANLINESS/SAFETY

All students share responsibility in keeping the building clean and safe.

1. Throw trash in proper containers.
2. Pick up any paper on the floors.
3. Do not tamper with fire extinguishers
4. Obtain advisor and principal authorization before posting any information throughout the school

USE OF THE LIBRARY

The library has been established and designed to help you in attaining your education and has the main purpose to provide a place to read, to do research and to study quietly while utilizing the available materials.

- A. OVERDUE MATERIALS
No additional material may be checked out until all overdue material is returned or paid for.
- B. FINES
Fines may be issued for overdue material. The student will also lose all library privileges until overdue materials are returned or paid for if lost.
- C. STUDENT COPIER
Located in the Library.

STUDENT TRANSPORTATION

Students who violate bus regulations will be subject to disciplinary action, the least of which may be the suspension of their privilege of riding the bus for a period of time. Parents will be notified of rule infractions and the disciplinary action taken. Conduct on busses for a special trip is expected to be the same as on daily trips to and from school.

The school also provides transportation for students to attend school-sponsored events or field trips held away from the school. Students who participate are required to ride the bus to the event and to return by bus from the event. Special permission may be granted if special arrangements are made in advance between the parent, teacher in charge of the event, and the principal.

BUS RIDER REGULATIONS

1. ALWAYS walk to the side of the road facing the traffic when approaching the bus stop.
2. DO NOT play on the road while waiting for the bus.
3. BE ON TIME! The bus has a definite schedule and cannot wait.
4. Wait for the bus to come to a complete stop before attempting to board.
5. On entering the bus, avoid crowding and disturbing others.
6. Do not tamper with the bus or any of its equipment. Damage done to seats or equipment must be paid for by the rider.
7. When the bus is in motion, DO NOT stand, extend your arms out of the window, move about or change seats.
8. Remember that loud talking, laughing and unnecessary confusion diverts the driver's attention and makes the task of providing safe transportation extremely difficult.
9. While on the bus, you are in the bus driver's charge and must obey him/her. Failure to comply may prohibit you from riding the bus.
10. The bus driver will assign pupils to certain seats or all pupils to specific seats when he/she deems it advisable.
11. Always treat your fellow pupils with courtesy.
12. Help keep the bus clean. Dropping paper, apple cores, lunch bags, etc. on the floor of the bus is prohibited. There are wastebaskets provided for this material.
13. Throwing of objects such as caps, pens, rulers, paper airplanes, etc. is strictly prohibited.
14. DO NOT throw anything out of the bus windows.
15. Water guns and water balloons are strictly taboo.
16. Keep books, packages, coats, band instruments, and all other objects out of the aisles.
17. Smoking, scuffling, fighting, drinking and obscene language will not be tolerated.
18. Under no circumstances will the emergency door be opened, except as directed by the driver in case of emergency. Keep absolutely quiet when approaching a railroad crossing.
19. Remain on the bus in case of a road emergency unless directed to do otherwise by the bus driver.
20. Eating or drinking on the bus is prohibited unless special permission has been granted by the driver and only on special occasions.
21. The bus driver will not discharge riders at places other than the regular bus stop, at home or at school, unless by proper written authorization from parent or school officials.
22. If it is necessary to cross the road when leaving a bus, cross at least ten feet in front of the bus.
23. If you live on a dead-end road, etc. notify the driver directly or through friends at times when you do not plan to ride the bus.
24. If your student is going to be bringing friends home, check with the driver first to see if there is room. A permission slip stating the day or days and the name of the student riding home is also needed.
25. No animals allowed on the bus.
26. At the loading zone BACK PARKING LOT stand behind the yellow line until the bus comes to a complete stop. **Busses leave the H.S. at 3:00 PM.**

Appendix

SIX TRAITS WRITING RUBRIC

Ideas and Content

BEGINNING	DEVELOPING	STRONG
<p>As yet, the paper has no clear sense of purpose of central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> • The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be. • Information is limited or unclear or the length is not adequate for development. • The idea is a simple restatement of the topic or an answer to the question with little or not attention to detail. • The writer has not begun to define the topic in a meaningful, personal way. • Everything seems as important as everything else; the reader has a hard time sifting out what is important. • The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point. 	<p>Writer is beginning to define the topic, even though development is still basic or general.</p> <ul style="list-style-type: none"> • The topic is fairly broad; however, you can see where the writer is headed. • Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line. • Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in-depth understanding of a strong sense of purpose. • The Writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics. • The reader is left with questions. More information is needed to "fill in the blanks." • The writer generally stays on the topic but does not develop a clear theme. • The writer has not yet focused the topic past the obvious. 	<p>Paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</p> <ul style="list-style-type: none"> • The topic is narrow and manageable. • Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. • Accurate details are present to support the main ideas. • The writer seems to be writing from knowledge, experience, research, or well developed arguments; the ideas are fresh, original, and well developed. • The reader's questions are anticipated and answered. • Insight – an understanding of life and a knack for picking out what is significant – is an indicator of high level performance, though not required.

Organization

BEGINNING	DEVELOPING	STRONG
<p>The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> • There is no real lead to set up what follows, no real conclusion to wrap things up. • Connections between ideas are confusing or not even present. • Sequencing needs lots and lots of work. • Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa. • No title is present (if requested), or if present, does not match well with the content. • Problems with organizations make it hard for the reader to get a grip on the main point or story line. 	<p>The organizational structure is strong enough to move the reader through the text without too much confusion.</p> <ul style="list-style-type: none"> • The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie up all loose ends. • Transitions often work well; at other times, connections between ideas are fuzzy. • Sequencing shows some logic, but not under control enough that it consistently supports the ideas. In fact, sometimes it is so predictable and rehearsed that the structure takes attention away from the content. • Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. • A title (if desired) is present, although it may be uninspired or an obvious restatement of the prompt or topic. • The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around. 	<p>The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.</p> <ul style="list-style-type: none"> • An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. • Thoughtful transitions clearly show how ideas connect. • Details seem to fit where they're placed; sequencing is logical and effective. • Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on. • The title, if desired, is original and captures the central theme of the piece. • Organization flows so smoothly thereafter hardly thinks about it; the choice of structure matches the purpose and audience.

Voice

BEGINNING	DEVELOPING	STRONG
<p>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the paper reflects more than one of the following problems:</p> <ul style="list-style-type: none"> • The writer speaks in a kind of monotone that flattens all potential highs or lows of the message. • The writing is humdrum and “risk-free.” • The writer is not concerned with the audience, or the writer’s style is a complete mismatch for the intended reader. • The writing is lifeless or mechanical; depending on the topic, it may be overly technical or jargonistic. • No point of view is reflected in the writing. 	<p>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</p> <ul style="list-style-type: none"> • The writing communicates in an earnest, pleasing manner. • Only one or two moments here or there surprise, delight, or move the reader. • The writer seems aware of an audience but weights ideas carefully and discards personal insights in favor of safe generalities. • Narrative writing seems sincere, but not passionate; expository or persuasive writing lacks consistent engagement with the topic to build credibility. • The writer’s willingness to share his/her point of view may emerge strongly at some places, but is often obscured behind vague generalities. 	<p>The writer speaks directly to the reader in a way that is individual, compelling and engaging.</p> <ul style="list-style-type: none"> • The reader feels a strong interaction with the writer, sensing the person behind the words. • The writer takes a risk by revealing who they are and what they thing. • The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. • Narrative writing seems honest, personal, and written from the heart. Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why they should care. • This piece screams to be read aloud, shared, and talked about. The writing makes you think about and react to the author’s point of view.

Word Choice

BEGINNING	DEVELOPING	STRONG
<p>The writer struggles with a limited vocabulary, searching for words to convey meaning. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> • Language is so vague (e.g., It was a fun time, She was neat, It was nice, We did lots of stuff) that only a limited message comes through. • “Blah, blah, blah” is all that the reader reads and hears. • Words are used incorrectly, making the message secondary to the misfires with the words. • Limited vocabulary and/or frequent misuse of parts of speech impair understanding. • Jargon or cliches distract or mislead. Persistent redundancy distracts the reader. • Problems with language leave the reader wondering what the writer is trying to say. The words just don’t work in this piece. 	<p>The language is functional, even if it lacks much energy. It is easy to figure out the writer’s meaning on a general level.</p> <ul style="list-style-type: none"> • Words are adequate and correct in a general sense; they simply lack much flair and originality. • Familiarly words and phrases communicate, but rarely capture the reader’s imagination. Still, the paper may have one or two fine moments. • Attempts at colorful language shows a willingness to stretch and grow, but sometimes it goes too far (thesaurus overload!) • The writing is marked by passive verbs, everyday nouns and adjectives, and lack of interesting adverbs. • The words are only occasionally refined; it’s more often, “the first thing that popped into my mind.” 	<p>Words convey the intended message in a precise, interesting and natural way. The words are powerful and engaging.</p> <ul style="list-style-type: none"> • Words are specific and accurate, it is easy to understand just what the writer means. • The words and phrases create pictures and linger in your mind. • The language is natural and never overdone; both words and phrases are individual and effective. • Striking words and phrases often catch the reader’s eye – and linger in the reader’s mind. (You can recall a handful as you reflect on the paper.) • Lively verbs energize the writing. Precise nouns and modifiers add depth and specificity. • Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.

Sentence Fluency

BEGINNING	DEVELOPING	STRONG
<p>The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</p> <ul style="list-style-type: none"> • Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep. • There is little to no “sentence sense” present. Even if this piece was flawlessly edited, the sentences would not hang together. • Many sentences begin the same way – and may follow the same patterns (e.g., subject-verb-object) in a monotonous pattern. • Endless connectives (and, and so, but then, because, and then, etc.) or a complete lack of connectives create a massive jumble of language. • The text does not invite expressive oral reading 	<p>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.</p> <ul style="list-style-type: none"> • Although sentences may not seem artfully rafted or musical, they get the job done in a routine fashion. • Sentences are usually constructed correctly; they hang together; they are sound. • Sentence beginnings are not ALL alike; some variety is attempted. • The Reader sometimes has to hunt for clues (e.g. connecting words and phrases like however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although, etc.) that show how sentences interrelate. • Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly. 	<p>The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.</p> <ul style="list-style-type: none"> • Sentences are constructed in a way that underscores and enhances the meaning. • Sentences vary in length as well as structure. Dialogue, if present, sounds natural. • Purposeful and varied sentence beginnings add variety and energy. • The use of creative and appropriate connectives between sentences and thoughts show how each relates to and builds upon the one before it. • The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze

Conventions

BEGINNING	DEVELOPING	STRONG
<p>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader the text difficult to read. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> • Spelling errors are frequent, even on common words. • Punctuation (including terminal punctuation) is often missing or incorrect. • Capitalization is random and only the easiest rules show awareness of correct use. • Errors in grammar or usage are very noticeable, frequent, and affect meaning. • The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication. 	<p>The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors distracting and impair readability.</p> <ul style="list-style-type: none"> • Spelling is usually correct, but more difficult words are problematic. • End punctuation is usually correct; internal punctuation (commas, apostrophes, semicolons, dashes, colons, parentheses) is sometimes missing/wrong. • Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty. • Paragraphing is attempted but may run together or being in the wrong places. • Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time. • Moderate (a little of this, a little of that) editing would be required to polish the text for publication. 	<p>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.</p> <ul style="list-style-type: none"> • Spelling is completely correct. • The punctuation is accurate, even creative, and guides the reader through the text. • A thorough understanding and consistent application of capitalization skills are present. • Grammar and usage are correct and contribute to clarity and style. • Paragraphing is sound and reinforces the organizational structure. • The writer may manipulate conventions for stylistic effect – and it works! The piece is ready to publish.