



2024-25 STUDENT & PARENT HANDBOOK

Programs:

- Agriscience
- Architecture
- Automotive Technologies
- Aviation
- Coding & Gaming
- Computer Science & Technology
- Culinary Arts
- Construction Trades: Residential Building
- Engineering, Design & Manufacturing
- Engineering Design Technologies
- Graphic Design
- Health Science I and II
- HVAC, Electrical & Plumbing
- Manufacturing Technologies
- Marketing
- Public Safety
- Teacher Academy
- Welding

Nondiscrimination Policy

The St. Joseph County Intermediate School District (ISD) does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, disability, genetic information, or any other legally protected status in its employment decisions or the provision of services.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Assistant Superintendent of Finance, Operations, and Human Resources

St. Joseph County ISD

62445 Shimmel Road

Centreville, MI 49032

Phone: 269-467-5400

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Welcome to Career and Technical Education!

We hope your CTE class is a great experience for you – productive, educational, and inspirational. For many of you, it will be life-changing. Whether or not you choose a career related to the class you take, you will have opportunities to explore careers while developing various technical and career readiness skills that will help you be successful wherever life takes you.

3 things you should know about CTE:

1. The St. Joseph County CTE Consortium (SJC-CTE) is a joint effort of eight school districts to cost-effectively offer CTE programs and opportunities for high school juniors and seniors. The program is an extension of your local high school.
2. SJC-CTE programs follow the policies of (1) your high school, (2) the host district or college, and (3) the CTE Consortium, including the individual program expectations. This Student-Parent Handbook provides information and policies for all CTE programs. You will find classroom expectations in the class syllabus. Student handbooks will also be provided by your home school. Host school handbooks generally are available on district websites or by calling the district office.
3. CTE classes are elective courses. This means you and nearly everyone else in the class chose to be here. With everyone’s participation, the class will be a great experience for all. Together, we can create a fun and creative learning environment.

We wish you all the best for a successful year. If there is anything we can do to assist, just ask! We are all here to help.

Sincerely,
CTE Office Staff

- Jim Berry, Director of CTE
- DyAnn Steinberger, CTE Executive Assistant
- Meritt Dickerson-Weed, CTE Office Assistant
- Jennifer Yesh, CTE Coordinator
- Stacy Avery, Career Prep/Work-Based Learning Coordinator
- Sarah Beckle, Work-Based Learning Coordinator

- Beth Betcke, Career Awareness Coordinator
- Kathy Moore, CTE Instructional Coach

Office Number: 269-467-5429

Email: cte@sjcisd.org

CTE Teachers and Assistants Contact Information

Program	Location	Names	Phone	Email
Agriscience	Centreville H.S., Ag Building	Jenny Troyer Megan Milliman, Inst. Asst. TBD, Farm Manager	269-467- 5210 x23500	jtroyer@cpschools.org
Architecture	Sturgis H.S., Room 165	Alexander Balzer	269-659- 1515	abalzer@sturgisps.org
Automotive Technologies	Glen Oaks C.C., Auto Lab (E-Wing)	Jim Deroshia Jeff Bradley, Inst. Asst. Eric Laughry, Inst. Asst.	269-294- 4222	jderoshia485@glenoaks.edu
Aviation	Glen Oaks (AM only), Room E432	Helen Hoffman	269-467- 5429	helen@threeriversaero.com
Coding & Gaming	Glen Oaks (PM only), Room E432	Phil Webb	269-279- 1120	pwebb@trschoools.org
Computer Science & Technology	Three Rivers H.S. (AM), Room S152	Kris Leach	269-279- 1120	kleach@sturgisps.org
Construction Trades: Residential Building	Three Rivers M.S., Room 252	Lincoln Klinger J.D. Yoder, Onsite Coordinator Fritz Pins, Inst. Asst.	269-467- 5429	liklinger@trschoools.org
Culinary Arts	Constantine H.S. (AM)	Candice Swanwick	269-435-	cswanwick@constps.org

		Randi McGee, Inst. Asst.	8920	
Engineering, Design & Manufacturing	Three Rivers H.S. (AM), Room S130	Phil Webb	269-279-1120	pwebb@trschoools.org
Engineering Design Technologies	Sturgis H.S., Room 165	Alexander Balzer	269-659-1515	abalzer@sturgisps.org
Graphic Design	Glen Oaks, Room E429	Ciera Kline	269-294-4278	ckline371@glenoaks.edu
Health Science I	Centreville H.S., Room 410	Andrey Beligano Monica Bullock, Clinical/Lab Mgr	269-467-5210 x21410	amoore@cpschoools.org
Health Science II	Centreville H.S., Room 404	Darci Skrzyaniarz (Sin-Yaz)	269-467-5210 x21410	dskrzyaniarz@cpschoools.org
HVAC/Electrical/Plumbing	Glen Oaks C.C., Electrical Lab (E-Wing)	DeWaine Harley Mason Stevens, Inst. Asst.	269-467-5429	dharley@trschoools.org
Manufacturing	Sturgis H.S., Room 166	Jeff Wanamaker Ray Swinsick, Inst. Asst.	269-659-1515 x41167	jwanamaker@sturgisps.org
Marketing	Three Rivers H.S., Room S110	Scott Muffley	269-279-1120	smuffley@trschoools.org
Public Safety	Centreville H.S., Room 106	Chad Spence	269-467-5210	cspence@cpschoools.org
Teacher Academy AM	Park Elementary (AM), Room 304	Rusty Stitt	269-467-5429	wstitt075@glenoaks.edu
Teacher Academy PM	Congress Elem. (PM)	Julie Evans	269-467-5429	jevans084@glenoaks.edu
Welding	Constantine H.S., Room 1015	Brea Zuydwegt Patrick Gillem, Inst. Asst.	269-435-8920	bzuydwegt@constps.org
Welding	Glen Oaks, Welding	Alyse Bannister	269-294-	abannister588@glenoaks

	Lab	Douglas Buckles, Inst. Asst.	4214	.edu
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CTE GENERAL INFORMATION

TERM DATES

- Beginning of Semester 1: 8/20/24
- End of Semester 1: 12/20/24
- Beginning of Semester 2: 1/6/25
- End of Semester 2: 5/29/25

Note: The last day of CTE for the 2024-25 school year may differ due to school district calendars and is subject to change.

WEBSITE & RESOURCE INFORMATION

Valuable resource information, including the CTE calendar, the CTE Student & Parent Handbook, staff contact information, transportation schedule, etc., can be found on the Career & Technical Education page (under “Departments”) of the St. Joseph County ISD website: www.sjcisd.org. In addition, please look for us on Facebook and Instagram at St. Joseph County Career and Technical Education where we will post information on CTE-related news, information, and class updates.

CTE POWERSCHOOL

Grades and attendance for CTE classes are maintained in the CTE PowerSchool Student Information System, an online database used by most districts in St. Joseph County. The website for the CTE PowerSchool is <https://sjcisd.powerschool.com/public>. Students will be provided with login information in class, and letters with information on how to access the system will be sent to parents/guardians in September. If you have any questions or problems with the CTE PowerSchool, please contact the CTE Office at 269-467-5429 or email cte@sjcisd.org.

IMPORTANT

The PowerSchool database for CTE classes is separate from the system used by your student’s home school and requires different login information.

CANCELLATION OF CLASSES

The CTE Consortium operates programs in different school districts and at Glen Oaks Community College (GOCC). Each district’s calendar varies slightly, and there will be days when some CTE classes may be canceled while others run as usual. Scheduled cancellations will be posted on the CTE calendar available on the website.

WEATHER-RELATED CLOSINGS

CTE classes may be canceled due to inclement weather or other unexpected occurrences. CTE

students are not expected to report to class when the student's home school or the host school is closed. CTE students are expected to report when both the home school and host school are open. If there is a weather-related delayed start at the home school or host school, morning sessions will be canceled. However, CTE students should report as usual to their afternoon CTE class.

Note: On inclement weather days only, CTE classes held at Glen Oaks Community College (GOCC) will follow Centreville High School for closings, delays, and early dismissals.

In the event of an unexpected early dismissal during scheduled CTE time (e.g., severe weather), CTE staff and local transportation supervisors will coordinate returning students to their home school prior to the school's dismissal time.

Listen for weather-related school closings on the radio/TV or check online at www.wvmt.com, or contact your home/host school district for information.

CTE ATTENDANCE POLICY & PROCEDURES

The CTE Consortium requires its students to attend school every day school is in session, except when excused by the local school district or a parent/guardian. The school district's administrator is responsible for enforcing this policy. In cases where the school district administrator concludes a parent is failing to comply with Michigan's compulsory school attendance law, MCL 380.1561, the district may refer the matter to Child Protective Services or the appropriate police agency or prosecutor's office (see Truancy, below).

Students enrolled in CTE classes learn job-specific skills, improve academics, and acquire essential career readiness skills, such as reliability, punctuality, dependability, daily attendance, etc. Excellent career readiness skills are basic qualities employers seek in prospective employees. The purpose of the CTE attendance policy is to:

- Help students develop outstanding career readiness skills.
- Highlight the importance of good attendance on the job and in school.
- Improve student achievement in their CTE and other high school classes.

Regular daily attendance is an expectation of employers and therefore of CTE classes. Good attendance is part of being reliable and a key part of learning excellent career readiness skills.

IMPORTANT

When a student is absent, a parent/guardian must call the CTE Office at 269-467-5402 to excuse the absence. Local high schools are NOT responsible for notifying the CTE Teacher about absences from a CTE class. A parent/guardian must contact CTE.

EXCUSED ABSENCES

In order for an absence or tardy to be considered "excused," the following procedures must be followed:

- A parent/guardian must call the CTE Office at 269-467-5402 to excuse the student from CTE. Parents should leave a voicemail message if there is no answer.
- If a student is absent and no phone call is received, the CTE Teacher will mark the

student as unexcused, and a SchoolMessenger alert will automatically be sent to the parent/guardian. If a student is not excused within 48 hours, the absence will remain unexcused.

- The CTE Office will notify the local district attendance officer of the student's absence in their CTE class.
- Excused absences include illness, hospitalization, family emergencies, funerals, professional appointments, religious obligations, family vacations, etc.

Students with excused absences are still expected to complete the day's assignments and to learn the lesson objective. For hands-on experiences that cannot be repeated, such as lab demonstrations and guest speakers, students usually will have the opportunity to complete alternative make-up work.

Parents/guardians with students who have excessive absences may be contacted by the CTE Teacher, the CTE Coordinator, and/or the local school counselor. Excessive absences and low grades may cause the student to be dropped from class and/or to receive a failing grade or an "incomplete." Parents and students can keep track of grades and absences in the CTE PowerSchool (see page 7).

UNEXCUSED ABSENCES

An unexcused absence is any absence when the CTE Office or CTE Teacher has not been contacted by a parent or guardian prior to the absence or within 48 hours after the absence. Parents or guardians of students with excessive unexcused absences will be contacted by the CTE Teacher first, followed by the CTE Coordinator and/or home district counselor or administrator. If attendance issues continue, a meeting may be scheduled. The CTE Coordinator will work out an attendance improvement plan together with the student. Students who continue to have unexcused absences may be dropped from the class and/or receive an "E."

TRUANCY

Unexcused absences will be closely monitored. If a student reaches 7 unexcused absences, a report will be sent to their attendance officer, school counselor, and/or administrator. A second report will be sent if a student accumulates 10 unexcused absences. These reports can have serious implications, including being subject to your district's policies for truancy.

SCHOOL-RELATED ABSENCES

If a student will miss class due to a school-related event, they must inform their teacher prior to the absence. Students should not rely on their school to notify CTE. Activities that are school-sanctioned, such as field trips, athletic events, assemblies, test days, etc., are considered school-related absences.

TARDINESS

A tardy is defined as arriving to class after the established starting time for the student's home district. Tardies of more than 20 minutes will count as an unexcused absence. Excessive tardiness will initiate a meeting with the CTE Coordinator and the implementation of an attendance improvement plan to improve punctuality.

LEAVING CLASS EARLY

A student must request permission to leave the CTE classroom or lab for any reason. Leaving class early (and not returning) for such things as a doctor's appointment, etc., requires a parent/guardian excuse to be called in to the home school and/or CTE Office prior to the

student being excused from class. Violations of this policy will result in consequences, including contacting the student's home school administrator, a written discipline record, or loss of future privileges.

AGE OF MAJORITY

Students 18 years and older who wish to excuse their own absences must follow their local school district policy for approval and request that the attendance officer notify the CTE office.

Note: School and CTE attendance policies apply to all students regardless of their age.

CTE ATTENDANCE CODES IN POWERSCHOOL

- P: Present
- E: Excused
- U: Unexcused
- S: School-Related Absence
- T: Tardy (less than 20 minutes)
- I: In-School Suspension
- O: Out of School Suspension
- M: Medical

ACADEMIC POLICY & CREDIT INFORMATION

CTE Grading

CTE grades are recorded in the CTE PowerSchool Student Information System and reported to students' high schools at the end of each semester. For districts who enter quarterly report cards, you may receive a progress grade for the first 9 weeks of the semester, but note that this is only a progress grade. The final CTE semester grade is based on overall semester learning and performance, not the combined average of quarterly marking periods. Students and parents can check on assignments and grades in the CTE PowerSchool system (<https://sjcisd.powerschool.com/public>) at any time. UserID and passwords will be sent to parents/guardians in September. Students will have separate login information to check their status.

Important Note:

CTE grades and assignments will not be accessible in the student's local district PowerSchool. You must log in to the CTE PowerSchool to see current grades and assignments.

Grading Breakdown

Every CTE program is individual and unique, therefore the way each instructor grades students will differ. However, all CTE classes have specific state and local requirements that must be met. Students will be graded based on their understanding of subject content as evidenced by formative and summative assessments. This will account for 90% of their semester grade.

CTE strives to help each student prepare for life after high school, whether a student plans to

pursue further education or directly enter the workforce. Career Readiness Skills will account for 10% of the student's semester grade as evidenced by completion of a career readiness program. The CTE Career Prep Coordinator may use an online software program that will help students build a career portfolio, create resumes, prepare for job interviews and more. This portion of the CTE class will cover Personal Finance which may be used to satisfy Michigan's graduation requirements.

Probationary Status

At the end of the first semester, students who receive a grade of C- or below, or below 73%, will be placed on probationary status. A letter will be sent to the student and parent/guardian advising them they are in danger of not being able to enroll for a second year in that class. Counselors will be notified.

The class syllabus will detail your teacher's grading policies and percentages.

Grading Components

- 90% Understanding of Subject Content
- 10% Career Readiness Skills

Based on Competencies / Standards / Performance Indicators

Includes four key components:

- Formative/summative assessments
- Laboratory learning
- Work-based learning experiences
- Student Leadership

A career readiness tool approved by the Director of CTE will be used as the primary resource for this portion of the student's grade. Students will engage in several experiences each marking period that align to the Michigan Department of Education's Career Readiness Practices.

CTE Grade Scale

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

High School Graduation Credit Through CTE

All CTE classes in St. Joseph County can be used to meet (or used in lieu of) certain Michigan Merit Curriculum (MMC) requirements as long as the student successfully completes the class.

The MMC sets the “minimum” graduation requirements for students in Michigan. Note, however, each local district in the State sets its own graduation requirements, which may be higher than the MMC requirements. Your high school counselor can provide specific information about your district’s graduation requirements and help schedule classes you will need to graduate. High school counselors can also help you develop a Personal Curriculum (PC) which can be tailored to your educational needs. Please talk to your high school counselor for more specific information for your district.

College Articulated & Dual Enrollment Credit Through CTE

Most CTE classes offer students an opportunity to earn FREE college credit through dual enrollment from Glen Oaks Community College. Southwestern Michigan College (SMC) also provides an opportunity through its “Achieve Credit by Exam (A.C.E.)” program in order for students to earn college credits. Other opportunities are available through Michigan State University/FFA participation. The classes and number of credits will vary by student and CTE program. Students must work closely with the CTE Coordinator and their counselor to determine which courses are available to them. Please contact your counselor or the CTE Coordinator for more information.

Dual enrollment is optional for students and not required to pass the CTE class. In some classes, additional coursework may be required to earn credit for the college class. Because most learning outcomes for the college class are embedded into the CTE curriculum, you receive the college credit at no cost to you or your family. You learn the same material, use the same textbook, complete the same projects, and in some cases, take the same exams as you would in the college class, but you do it as part of your CTE class.

Because the CTE class and the college class have slightly different “learning outcomes,” the grades you receive for the CTE class and the grades for the dual enrollment college class(es) may differ. Check your class syllabus and contact the teacher for more information.

Registration for Dual Enrollment

In order to receive college credit, you must apply to the college and enroll (register) for the class or classes in advance of the official starting dates. For students in the second year of a CTE program, most college classes officially start in August. For first-year students, classes usually start in January. The CTE Coordinator and Glen Oaks Admissions will work together to assist CTE students in the dual enrollment process for all CTE classes offered in collaboration with GOCC, including but not limited to, making presentations in CTE classrooms and collecting student applications and registrations. Most CTE dual enrollment classes end in May. See your class syllabus for details.

Eligibility for Dual Enrollment

- First-year students must receive at least a “B” in the first semester of their CTE class or have teacher permission to be eligible to dual enroll in a college class.
- College classes for second-year CTE students start in September. Second-year students must have a “B” average in their first-year CTE classes or teacher permission in order to dual enroll in college classes.
- Students must complete both semesters of the CTE class for dual enrollment credit.

TRANSPORTATION & DRIVING POLICY

School Transportation

Each school district provides bus transportation to and from CTE classes, and the expectation is that all students will take the bus. Students transported by bus/van to a CTE program or as part of a CTE-related event must abide by the driver's direction, the CTE Student Code of Conduct, and the local district's Code of Conduct. Violators face the loss of transportation privileges and possible disciplinary action.

Examples of misconduct that may lead to temporary or permanent suspension of transportation privileges or other possible disciplinary action include, but are not limited to:

- Insubordination
- Smoking/vaping
- Fighting
- Profane or foul language
- Destruction of property

Due to its schedule, the bus cannot wait for students, therefore CTE students must be on time at bus stops. If you take the bus to a CTE class, you must take the bus back to your school unless there is a special circumstance. For special circumstances, parents must notify their transportation department.

Student Drivers

Student drivers must be licensed and receive permission from their local district in order to drive to CTE classes. Students must follow both their local district and host district policies with regard to parking. Please know that being allowed to drive to your CTE program is a privilege.

Driving Policies:

- Students may only drive themselves to the CTE class – NO PASSENGERS ALLOWED.
- A student driver who violates this rule may have their driving privileges revoked for 30 days.
- A student driver or passenger who violates this rule a second time may have their driving privileges revoked permanently.
- A student who is failing their CTE class may lose driving privileges to CTE.
- Students who drive are expected to arrive in class at the same time as other students from their home school who ride the bus. Drivers may not leave class until the scheduled home school student release time.

Parking Policies:

- Parking is permitted in student parking areas only. Follow the host site's policy on where to park.
- Lock your car. Keep yourself and your property safe. The CTE Consortium assumes no responsibility for theft, damage, or vandalism to student cars.

- Do not sit in or allow other students to sit in your vehicle in student parking areas. Proceed directly into the school after you arrive unless directed to do otherwise.
- Please be respectful and show appreciation to your hosts by using the trash receptacles in the student parking lots or in front of the school.
- Careless or reckless driving, or driving at excessive speeds, may result in the loss of driving privileges.

Important Note:

- Students must follow their district policy regarding permission to drive to CTE.
- Students with permission may only drive themselves.
- NO PASSENGERS ALLOWED.

STUDENT INFORMATION

Accommodations (504/IEP/Other)

The CTE Office works closely with each school district to identify students who may need accommodations, such as those identified in a 504 Plan or Individualized Education Program (IEP). In CTE, we want every student to be successful. If any student needs additional assistance, please contact the CTE Coordinator.

1. Local School District Responsibilities:

- The board of a local school district shall provide special education programs and services designed to meet the individual needs of each Participating Student with a disability in its district on record under section 1711 of the Code.
- These services can be provided by:
 - Operating the special education program or service.
 - Contracting with its intermediate school board, another intermediate school board, another local school district board, or an agency approved by the superintendent of public instruction for delivery of an ancillary professional special education service.

2. Additional Responsibilities:

- An operating or hosting agency may have additional responsibilities to a participating student under Section 504 of the Rehabilitation Act of 1973 and under Title I or Title II of the Americans with Disabilities Act (ADA), as amended.

Career-Technical Student Organizations (CTSOs)

Certain youth organizations that promote occupational excellence, leadership, and citizenship are encouraged in the CTE programs. At this time, clubs with these objectives include:

- BPA - Business Professionals of America
- DECA - An Association of Marketing Students
- FFA - The National Organization for Students of Agricultural Education
- HOSA - Future Health Professionals

- MITES - Michigan Industrial and Technology Education Society
- SkillsUSA - An Organization for Students in Technical, Skilled, and Service Occupations

You are encouraged to join these clubs because they are a valuable part of your program. You will receive more information regarding the clubs and their activities from your teacher.

Change of Address & Telephone Number

All correspondence, including the login information for the CTE PowerSchool, will be sent to the address provided on the CTE Student Information and Consent Form. If your home address/telephone number or emergency telephone number changes during the year, please notify your teacher.

Conferences

If your family wishes to confer with your CTE Teacher or CTE administrator at any time during the school year, an appointment can be arranged. We welcome the opportunity to meet with families on matters concerning educational progress.

CTE Students United

CTE Students United is a group of students who provide a valuable resource to CTE in St. Joseph County. The purpose of this student leadership group is to help give students a voice and provide feedback on various aspects of CTE from their perspective, including areas such as program strengths, improvements, and growth. Each year, CTE teachers recommend a student from their program to participate. There are at least two meetings held each year with students volunteering at events or activities throughout the year.

Field Trips

During the year, your CTE class may conduct field trips to enhance your CTE learning experience. The CTE Student Information and Consent Form signed by you and your parent/guardian at the beginning of the school year will provide permission to attend any field trips that take place during your normal CTE time. However, permission slips will be distributed prior to any official travel away from your normal CTE class and must be signed by a parent/guardian, as well as teachers and administrators at your home school. These forms must be returned by the requested due date in order to attend.

Illness, Injuries & Accidents

If you become ill during the time you are in your class, inform your CTE Teacher at once. Appropriate steps will be taken to contact the individual listed on your emergency form.

It is essential that you follow the safety program outlined by your teacher. If you are involved in an accident or sustain a serious injury during class, report it immediately to your teacher, who will follow CTE procedures for reporting.

National Technical Honor Society (NTHS)

The National Technical Honor Society is an educational non-profit that exists to honor, recognize, and empower students in CTE. NTHS honors the achievements of top CTE students, provides close to \$300,000 in scholarships annually, and strives to help connect education and

industry to build a highly skilled workforce. NTHS students receive an honor tassel, lapel pin, certificate, and diploma seal. To qualify, CTE students must have a minimum GPA of 3.0 in their CTE course and be recommended by their instructor for their leadership and service.

Property, Equipment & Facilities

Students are responsible for the care of their own personal property. The CTE Consortium and the host school will not be responsible for personal property. Backpacks, book bags, or duffel bags can create safety problems in classrooms and should be placed in assigned lockers or designated areas.

Textbooks and workbooks are property of the CTE program. They are loaned to you and become your personal responsibility. These items must be returned to the CTE Teacher by the end of the school year or when a student withdraws from class.

Damage to, or loss of, school property, equipment, and facilities wastes school resources and undermines the school program. If a student damages or loses school property, the student or their parents/guardians will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline.

Safety Training & Protective Devices

CTE students will participate in a safety orientation program at the beginning of each year. Your teacher will train you in the proper use of tools and equipment in your program area. In many CTE classes, federal and/or state laws require certain devices to be worn, such as hard hats, safety glasses, and/or hair nets. These will be provided for you, as necessary. It is absolutely essential that you follow safety practices at all times. There can be no exceptions or excuses for not wearing protective devices. When these devices are assigned to you, they are your personal responsibility. Loss or damage to safety devices will be a personal expense to you. Students not following appropriate safety protocols, including appropriate dress, for CTE classes will be subject to disciplinary action.

Scholarships & CTE-Related Awards

The CTE Consortium recognizes students for outstanding academic achievement with various awards, including Student of the Semester, CTE Student of the Year, and state-issued awards such as Breaking Traditions. In addition, there are scholarship opportunities available specifically for CTE students, such as the George Haines Memorial Scholarship. Scholarship information is posted on the CTE website during the application period, typically the first of February. If you would like more information about awards or scholarships, please speak with your CTE Teacher.

Student Dress & Appearance

The style and manner in which a student dresses while attending CTE classes is largely the responsibility of the student and the student's parents. The CTE Consortium, however, maintains the right to impose reasonable restrictions on dress and grooming, where the style of dress or grooming is reasonably considered disruptive or detrimental to the CTE Consortium's mission and/or the health, safety, or welfare of the student or other students with whom the student attends school. CTE classes may have specific requirements regarding appropriate attire in the classroom and/or lab, and these will be specified in the course syllabus. Students not appropriately dressed for CTE classes will be subject to disciplinary action.

Student Photo Permission

CTE frequently submits information to local media outlets and social media such as Facebook and Instagram, and occasionally uses student photographs in marketing materials. Parents/guardians who do not wish to have their student's picture on these outlets should note this on the CTE Student Information and Consent Form completed and returned to the teacher at the beginning of the year.

Student Privacy and FERPA Laws

The CTE Consortium is committed to protecting student privacy, and teachers will take precautions to ensure that student information is protected from disclosure to any individuals without proper need-to-know. This includes, but is not limited to, protecting personal student information, restricting access to student data, creating passwords to electronic data systems, securing data (electronic and paper copy) when not actively being used, etc. In addition, the CTE Consortium must maintain a list of what personally identifiable information (PII) is shared with whom for an individual student, including any programs, online software systems, or apps teachers use that collect any information designated as PII.

Technology - Phones & Electronic Devices

Classroom phones are available for emergency student use only. Only emergency calls will be relayed to students during class time.

There are times when the use of cell phones and electronic devices is appropriate in the learning environment, and times when it is highly inappropriate. Each CTE class will use a "Red / Yellow / Green" card system to clearly identify whether teacher approval has been given for cell phones and other electronic devices.

- Red Card: No cell phones visible and must be powered off so as to not create any classroom distractions. Students shall assume that all teachers are in a "Red Zone" upon entering class.
- Yellow Card: A Yellow Card may be displayed if a teacher would like to allow discretion in the classroom and the card will be clearly defined. For example, a teacher may allow certain students to use earbuds if a particular learning goal has been achieved; however, cell phones must not be visible.
- Green Card: Cell phones may be visible and one earbud or headphone may be used.

See also page 27, Personal Electronic Devices, as well as the course syllabus.

Important Note:

- Host district policies regarding cell phones and electronic devices take precedence over CTE policy. All students attending CTE classes held in a district where phones are not allowed must follow that policy.

Tours/Visitors

Occasionally, there may be groups touring CTE programs. Please conduct yourself as follows:

1. Continue working on your job or assignment unless asked questions.

2. Be friendly and courteous to all persons.
3. Become familiar with your lab so you may give accurate information.

WORK-BASED LEARNING

It is the intention of CTE to offer a Work-Based Learning (WBL) Experience to each of our CTE students. A WBL Experience can look several different ways. Examples of a WBL Experience could include activities such as:

- In-class demonstrations by an industry partner (Awareness)
- Job shadows (Exploration)
- Field trips (Exploration)
- Internships (Training)

WBL experiences are an excellent way for CTE students to connect the classroom to the real world and get a feel for working in that industry. They can also lead to post-high school opportunities.

While all students are given some sort of WBL Experience, certain behaviors are expected prior to and during the experience. While in the presence of industry partners, students are to represent CTE, their home schools, and themselves appropriately. Whether in the classroom or at an off-site location, all students are expected to act in a respectful manner. There will be no horseplay, offensive language, destruction or tampering with property, or being under the influence of any substances. Failure to follow rules of the experience can result in disciplinary action.

Internships

Internships are not guaranteed for every CTE student. To be able to participate in an internship, the CTE student must meet certain requirements and follow additional expectations during the internship.

Qualifications to be considered for a CTE WBL Internship are as follows:

- Completed required amount of the curriculum
- Have grades above a “C” in CTE and in their home school classes
- Demonstrate excellent employability skills
- Have completed appropriate safety training
- Meet with the WBL Coordinator who will start the process of placing a student with an employer
- Any other requirements as determined by the CTE Teacher, CTE Coordinator, and WBL Coordinator

Expectations of the student that must be maintained during the Internship are:

- Must maintain a “C” or better in all classes
- Must maintain excellent employability skills
- Understand that you are a student first and school is always the priority

- Will represent the CTE program and their local district appropriately
- Must maintain consistent communication with the CTE Teacher and CTE WBL Coordinator
- Timesheets are required to be completed with CTE in addition to any time keeping the employer requires
- Reflection assignments need to be completed if assigned
- Student will attend their CTE course at least one day a week
- Student will adhere to any and all rules/policies of the employer and their local district

Students may be required to provide their own transportation to WBL Experiences.

STUDENT CODE OF CONDUCT

The CTE Consortium must balance the interests of students and the community in a safe and conducive educational environment with its duty to provide educational services to students who engage in misconduct or behaviors that interfere with the safety and the delivery of educational services. Local Board of Education policies addressing student misconduct and this Student Code of Conduct are intended to strike that balance. However, these documents do not limit the School District's lawful authority. All students and parents are expected to sign and return a copy of the CTE Student Information and Consent Form, acknowledging understanding of the Student Code of Conduct.

STUDENT DISCIPLINE

District of Authority

Depending upon the nature of the conduct subject to discipline, a student may (a) lose eligibility to participate in the Area CTE Program; (b) be subject to suspension or expulsion from the student's enrolling school (resident or schools-of-choice); or (c) be subject to expulsion from all public schools in the State of Michigan.

The Director of CTE, appropriate Administrators of the Participating Constituent School District(s), and appropriate Administrators of the Operating Agency and Hosting Agency, will work together to the extent practicable to reconcile and align applicable policies and procedures for student enrollment and behavior in Area CTE Programs and courses.

Misconduct in K-12 Facility

In the event that a Participating Student admittedly engages in, or is alleged to have engaged in, misconduct in an Area CTE Program or Class operated in a K-12 facility, the Participating Constituent School District(s) that is the Operating Agency and/or the Hosting Agency for the Area CTE Program or Class will coordinate with appropriate Administrators at the student's enrolling school district (resident and/or schools of choice) to ensure: (i) that the incident or allegations are promptly and thoroughly investigated, (ii) that appropriate interim protective measures are implemented to safeguard the interests of all students and staff, including the student subject to discipline, while the allegations of misconduct are investigated and evidence is compiled and safeguarded; (iii) that all applicable student disciplinary policies and procedures are applied; (iv) that state reporting requirements are satisfied; and (v) that any student recommended for loss of eligibility to participate in an Area CTE Program or Class

administered by the CTE Consortium is afforded procedural due process, including rights of appeal within the Student's Participating Constituent School District.

Appropriate Administrators at the Participating Student's enrolling school district and the Participating Constituent School District(s) that is/are the Operating Agency and/or the Hosting Agency for Area CTE Program or Class will notify the Director of CTE of any incident resulting in a Participating Student's loss of eligibility to participate in an Area CTE Program or Class.

Misconduct in Higher Education Facility

In the event that a Participating Student admittedly engages in, or is alleged to have engaged in, misconduct in an Area CTE Program or Class operated by or at an institution of higher education (IHE), the IHE providing the Area CTE Program or Class will coordinate with the Director of CTE, who will in turn coordinate with Administrators at the Participating Student's enrolling school district (resident and/or schools of choice) to ensure: (i) that the incident or allegations are promptly and thoroughly investigated, (ii) that appropriate interim protective measures are implemented to safeguard the interests of all students and staff, including the student subject to discipline, while the allegations of misconduct are investigated and evidence is compiled and safeguarded; (iii) that all applicable student disciplinary policies and procedures are applied; (iv) that state reporting requirements are satisfied; and (v) that any Student recommended for loss of eligibility to participate in an Area CTE Program or Class administered by the CTE Consortium is afforded procedural due process, including rights of appeal within the student's Participating enrolling school district (resident and/or schools of choice).

The Student Code of Conduct establishes the rules governing the most serious and obvious types of student misconduct. The prohibited acts listed in this Student Code of Conduct are not to be considered as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with violations of a school building's individual rules and regulations, or other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

INTRODUCTION TO DISCIPLINARY ACTIONS & PROHIBITED ACTS

Introduction

This Student Code of Conduct balances the CTE Consortium's obligation to maintain safety and a conducive educational environment with the CTE Consortium's obligation to teach appropriate behavior to students who engage in misconduct and inappropriate behavior.

The Student Code of Conduct establishes the rules governing the most serious and obvious types of student misconduct. The prohibited acts listed in this Student Code of Conduct are not to be considered as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with violations of a school building's individual rules and regulations, or other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

Attendance and Tardiness Policies

The Student Code of Conduct does not include Local School District's attendance and tardiness policies, or requirements for credit and graduation, or the CTE Consortium's authority to regulate the participation of students in extracurricular and athletic activities.

Range of Discipline

Each prohibited act listed in the Student Code of Conduct references the discipline which may be imposed for a violation. The CTE Consortium will also consider restorative practices as an addition or alternative to discipline. The discipline for violating some prohibited acts ranges from administrative intervention to expulsion. For other prohibited acts, the penalty ranges from suspension to expulsion. For violation of the most serious prohibited acts, the penalty is expulsion. In cases where the stated penalty is not expulsion but is set forth in terms of a range, the actual penalty imposed will depend upon the nature and severity of the offense, the particular facts involved, the age of the student, the student's prior behavioral record, the persistent and/or chronic nature of the misconduct, the recommendation of school personnel, and all other circumstances deemed relevant.

A student violating any of the prohibited acts listed in this Student Code of Conduct will be disciplined in accordance with the Code of Conduct. Additionally, a student who engages in a prohibited act which violates law may be referred to the appropriate police authority.

The prohibited acts and penalties listed below are applicable when a student:

- Engages in a prohibited act on school property;
- Engages in a prohibited act in a motor vehicle, including one being used for a school-related purpose;
- Engages in a prohibited act at a school-related activity, function, or event;
- Engages in a prohibited act en route to or from school;
- Engages in a prohibited act involving another student who is en route to or from school;
- Engages in a prohibited act off school premises, which act is either prohibited by law or, in the judgment of the building administrator, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees, and/or would substantially interfere with the proper functioning of the educational process; or
- Engages in a prohibited act when the student was not enrolled in the CTE Consortium or was enrolled in another school district, if the act of misconduct would constitute a sufficient basis for suspension or expulsion had it occurred while the student was attending school in the CTE Consortium.

Suggested Model for Addressing Student Discipline in the Classroom/Lab: 4-Step Approach to Student Behavioral Concerns

On occasion, it may be necessary to respond to student behavioral concerns. Below is a suggested model to approach the student with progressive steps using restorative practices.

Step 1: Student Discussion

- **Objective:** Understand the student's perspective and address the behavior immediately.
- **Conversation:** Have a one-on-one conversation with the student in a safe setting to discuss the behavior. Be sure to document this in PowerSchool.
- **Active Listening:** Listen actively to the student's side of the story without interruptions, ensuring they feel heard and respected.
- **Reflective Questions:** Ask reflective questions to help the student understand the impact of their behavior (e.g., "How do you think your actions affected others?" "What could you have done differently?").

- Restorative Practices: Introduce restorative practices by having the student identify and take responsibility for their actions, and discuss ways to repair any harm caused.

Step 2: Parent Contact

- Objective: Involve the family to create a support system for the student.
- Timely Communication: Contact the parent or guardian promptly after the initial discussion with the student. Notify the CTE Coordinator and document this in PowerSchool.
- Collaborative Approach: Share the student’s behavior, your discussion, and any restorative steps taken. Emphasize working together to support the student.
- Action Plan: Develop a collaborative action plan with the parent/guardian to address the behavior, including any agreed-upon restorative actions (e.g., community service, apologies).

Step 3: Administrator Contact

- Objective: Escalate the issue to involve school administration for further support.
- Document the Incident: Provide a detailed report of the behavior, initial discussion, and parent contact, including any restorative steps already taken.
- Administrator Involvement: Inform the local administrator, Director of CTE, and CTE Coordinator about the ongoing issue and the steps taken so far. PowerSchool documentation will be necessary after the meeting.
- Restorative Conference: Schedule a restorative conference with the administrative designee (e.g., local administrator, Director of CTE, and/or CTE Coordinator), student, and teacher to discuss the behavior and additional support strategies.

Step 4: Restorative Meeting

- Objective: Conduct a formal meeting to develop a comprehensive plan addressing the behavior.
- Meeting Setup: Schedule a meeting with the student, parent/guardian, teacher, administrative team, and any other relevant staff members.
- Collaborative Plan: Develop a detailed, collaborative plan that includes specific restorative actions, behavioral goals, and support strategies for the student. Documentation in PowerSchool is required.
- Follow-Up (If Necessary): Schedule follow-up meetings to monitor the student’s progress, ensuring ongoing support and adjustments to the plan as needed.

This structured approach emphasizes understanding, accountability, and collaboration, using restorative practices to repair harm and build a positive school community.

Restorative Practices

Consistent with Michigan law, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices focus on repairing harm to the victim and the School District community caused by a student’s misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team, constituted and acting as described in Section 1310c(2) of the Revised School Code, or in a different manner, depending on the circumstances.

Presumption Against Long-Term Suspension or Expulsion and Consideration of Individual Factors

Rebuttable Presumption

Consistent with Michigan law, the School District adopts a rebuttable presumption that students should not be disciplined by long-term suspension (i.e., more than 10 school days) or expelled (i.e., 60 or more school days) unless the School District determines, at its sole discretion, that the presumption has been rebutted by considering the following seven factors:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student is disabled within the meaning of IDEA or ADA/Section 504;
4. The seriousness of the student's misconduct or behavior;
5. Whether the student's misconduct or behavior threatened the safety of any pupil or staff member;
6. Whether restorative practices will be used to address the student's misconduct or behavior;
7. Whether less severe discipline would properly address the student's misconduct or behavior.

This rebuttable presumption does not apply to short-term suspensions (i.e., 10 school days or fewer) or to a student who possesses a firearm in a weapons-free school zone. However, with respect to all long-term suspensions and expulsions, the School District administrator implementing the discipline will consider and document consideration of the seven factors listed above.

Prohibited Acts

Unless otherwise specified, penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on factors such as the severity of the conduct, its impact on the school and surrounding community, applicable Board of Education policies, and state and federal laws.

1. Alcohol, Marijuana, and Chemical Substances: Students shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under the influence of any alcoholic beverages, marijuana, or other intoxicants.
2. Arson: Students shall not burn or attempt to burn any tangible property, set fires on school property, or cause/attempt to cause an explosion.
3. Arson Prohibited by Law: Students shall not commit an act of arson prohibited by law.
4. Bullying and Hazing: Students are prohibited from engaging in conduct that unreasonably interferes with another's participation in or enjoyment of school-related activities.
5. Coercion, Extortion, and Blackmail: Students shall not commit or attempt coercion, extortion, or blackmail.
6. Copyrighted Material: Students shall not unlawfully duplicate, reproduce, or use copyrighted material.
7. Criminal Acts: Students shall not commit or participate in any conduct defined as a crime by federal or state law.
8. Criminal Sexual Conduct: Students shall not commit criminal sexual conduct as defined by law.
9. Discriminatory Harassment: Students shall not engage in verbal or physical conduct

relating to a person's sex/gender, race, color, national origin, religion, height, weight, marital status, or disability.

10. Disruption of School: Students shall not cause or engage in any conduct that disrupts or obstructs any function of the school.
11. Damage of Property or Theft/Possession: Students shall not intentionally cause or attempt to cause damage to school property or the property of another person.
12. Dangerous Weapons: Students shall not possess dangerous weapons in a weapon-free school zone.
13. Dress: Students shall not dress or groom in a manner deemed unsafe, disruptive, or contrary to the school's mission.
14. Drugs, Narcotic Drugs, and Counterfeit Substances: Students shall not manufacture, sell, possess, use, deliver, or be under the influence of drugs, narcotics, or counterfeit substances.
15. Electronic Communication Devices and Laser Pointers: Students are prohibited from using or possessing electronic communication devices or laser pointers in certain school areas.
16. Failure to Comply with Directions of School Personnel: Students shall not be insubordinate or fail to comply with instructions from school personnel.
17. Failure to Cooperate: Students shall not refuse to cooperate with school administrators or staff investigating potential violations.
18. False Alarms: Students shall not knowingly cause false fire alarms or make false reports.
19. False Allegations: Students shall not make false allegations against others.
20. Falsification of Records: Students shall not falsify records or provide false information on school forms.
21. Fighting, Assault, and Battery: Students shall not physically assault or threaten others.
22. Fireworks, Explosives, and Chemical Substances: Students shall not possess, handle, or transmit any explosive or chemical substance.
23. Gang Insignia/Activity: Students shall not display or engage in gang-related activities.
24. Improper Communications: Students shall not make threatening, vulgar, or obscene communications.
25. Indecency: Students shall not engage in conduct that is contrary to recognized standards of decency.
26. Lookalike Weapons: Students shall not possess "look-a-like" weapons.
27. Misconduct Prior to Enrollment: Students may be disciplined for misconduct committed prior to enrollment.
28. Personal Protection Devices: Students shall not possess personal protection devices capable of inflicting bodily injury.
29. Recording: Students shall not record or transmit sounds or images of others without consent.
30. Trespassing, Loitering: Students shall not be on school property or loiter without permission.
31. Scholastic Dishonesty: Students shall not engage in academic cheating or plagiarism.
32. Smoking/Tobacco: Students shall not smoke or use tobacco on school property.
33. Suspended Student on School Property or Attending School Activities: Suspended students shall not enter school property or attend activities without permission.
34. Violation of Acceptable Use Policy: Students shall not violate school policies regarding technology use.
35. Violations of Building's Rules and Regulations: Students shall not violate building-specific rules.
36. Weapons and Dangerous Instruments: Students shall not possess objects that can be considered weapons or are capable of inflicting bodily injury.

Personal Electronic Devices (i.e., Cell Phones, Tablets, etc.)

The CTE Consortium reserves the right to restrict the possession or use of personal electronic devices on School District property or during School District-related functions. "Personal electronic device" refers to any privately owned device used for audio, video, or text communications.

Usage Policy:

- Permitted Use: Students may use personal electronic devices only under the following conditions:
 - Before and after the regular school day.
 - During the student's scheduled lunch time.
 - As directed by a teacher or other professional staff member for educational purposes.

Possession and Visibility:

- Students may carry personal electronic devices, but these devices must be powered off and kept out of sight (in backpacks/purses or lockers) except during the permitted times noted above. (See also page 18, Technology-Phones & Electronic Devices.)

Inconsistency with Law, Board Policy, or Administrative Regulations

The Student Code of Conduct is designed to align with Michigan law, the Policies of local Boards of Education, and Administrative Regulations of the CTE Consortium. In case of any discrepancies, Michigan law prevails over Board Policies and Administrative Regulations, and Board Policy supersedes Administrative Regulations.

Student Bullying & Cyberbullying

Implementation and Reporting:

- The Principal/Administrator of each school is primarily responsible for enforcing this policy and its associated regulations.
- The Director of Career & Technical Education will annually report all verified incidents of bullying and the resulting consequences to local school administrators.

Definitions:

- Bullying: Includes any written, verbal, or physical act, or electronic communication (including cyberbullying) intended to harm or likely to harm one or more students by:
 1. Substantially interfering with educational opportunities or programs.
 2. Placing a student in reasonable fear of physical harm or causing substantial emotional distress.
 3. Having a detrimental effect on a student's physical or mental health.
 4. Causing significant disruption or interference with school operations.
- "At School": Refers to anywhere on school premises, in a school-related vehicle, or at a school-sponsored event. This includes off-premises use of devices or services owned or controlled by the School District.
- Cyberbullying: Refers to any electronic communication intended to harm or likely to harm one or more students in the same ways outlined above for bullying.

Accountability:

- Students are accountable for their behavior, with age-appropriate expectations. Respect among students and staff is essential for a safe and healthy learning environment. All students must show respect in their interactions, including through friendships, group cooperation, social interaction, compromise, and acceptance of differences.

Retaliation:

- Retaliation against anyone involved in reporting or investigating bullying is strictly prohibited. This includes targets of bullying, witnesses, or anyone who reports or participates in an investigation. Retaliation is considered a serious policy violation, independent of whether the original complaint is substantiated. Intentionally false reports made to cause trouble are also prohibited. Both retaliation and false reports may result in disciplinary action.

Complaint Procedure:

- **Reporting:** A student who believes they have been a victim of bullying or cyberbullying must report the incident immediately to the building principal or administrator. Parents should also report such incidents on behalf of their children. Upon receiving a report, the principal or designee will conduct a prompt investigation. The investigator may attempt to resolve the issue informally (e.g., through restorative practices) but will not delay the investigation.
- **Formal Investigation:**
 - The investigator will interview the complainant, document the interview, and ask for any supporting evidence, including names of witnesses. The complainant should not discuss the complaint with others during the investigation.
 - The investigator will also interview the accused, documenting their response and gathering any supporting evidence. The identity of the complainant will not be disclosed unless necessary. The accused will be instructed not to contact or retaliate against the complainant or witnesses.
- **Decision:**
 - **Complaint Found Valid:** If the complaint is substantiated, parents of both parties will be notified, and the investigation results will be reported to local school administrators. The CTE Consortium Administrative team will consider restorative practices and/or disciplinary action as appropriate, and determine if any relief is feasible for the complainant.
 - **Complaint Found Not Valid:** If the complaint is unsubstantiated, parents will be notified, and the complaint will be removed from the accused's records. The investigator will retain the file for at least three years. Both parties will be reminded that retaliation is prohibited.

The CTE Consortium recognizes the disruptive impact of bullying and cyberbullying on the learning environment. This Policy aims to protect all students from such behaviors, both on and off-campus, and prohibits retaliation against those involved in reporting or investigating bullying. The identity of individuals reporting bullying will remain confidential. Administrative regulations will be established to ensure the effective implementation of this policy.

Acceptable Use Agreement for Technology & Networks

CTE Consortium Position Statement:

The CTE Consortium is dedicated to providing and maintaining information technology resources for both staff and students, fostering an environment conducive to knowledge access and information sharing. The Consortium is committed to ensuring the integrity of its systems by offering training and support through professional seminars, written guidelines, and meetings with faculty and students.

Important Notes:

- The Consortium is not responsible for the accuracy or quality of information from third-party providers.
- The Consortium is not liable for the security of users' login names and passwords.
- The Consortium reserves the right to review and edit information obtained through its systems.
- Users should be aware that the Consortium does not control filters at certain locations, including Glen Oaks Community College and Construction Trades (onsite).

All users must read and sign the Acceptable Use Agreement and the CTE Student Information and Consent Form.

Student Responsibilities:

Access to Consortium information systems is a privilege and must be respected. Unauthorized actions, including but not limited to the following, are considered unacceptable:

- Installing personal software on Consortium equipment.
- Violating third-party copyright or patent protections.
- Breaching software licensing agreements, such as making unauthorized copies of software.
- Interfering with the intended use of information systems.
- Seeking or gaining unauthorized access to confidential Consortium information.
- Destroying, altering, hacking, or otherwise compromising the integrity of Consortium resources.
- Downloading or distributing inappropriate, sexually explicit, profane, racist, or hate-oriented content.
- Invading the privacy of individuals or entities within the Consortium's information systems.

User accounts are to be used only by the authorized individual, who is responsible for all actions conducted through their account.

Users must report any issues with Consortium information systems to the appropriate personnel.