



# Mission Statement

**The Iron Mountain Public School District  
in partnership  
with students, parents, and community,  
ensure that all students:**

- **Develop the ability to think and learn independently as well as cooperatively.**
- **Develop values of self-discipline and form a strong sense of personal responsibility and respect for others.**
- **Develop individual abilities, skills, and talents by promoting active participation in a broad range of academic, athletic, and extracurricular activities within a supportive, nurturing environment.**
- **Develop a foundation in which they are equipped with the knowledge, skills, and confidence to shape and respond to the future as life long learners.**

# Michigan Professional Educator's

# CODE of ETHICS

**Preamble:** Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

**Ethical Standards:** The following ethical standards address the professional educator's commitment to the student and the profession.

- 1 Service toward common good**  
**Ethical Principle:** The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.
- 2 Mutual respect**  
**Ethical principle:** Professional educators respect the inherent dignity and worth of each individual.
- 3 Equity**  
**Ethical principle:** Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.
- 4 Diversity**  
**Ethical principle:** Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.
- 5 Truth and honesty**  
**Ethical principle:** Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.



**IRON MOUNTAIN HIGH SCHOOL MISSION STATEMENT**

**AT IRON MOUNTAIN HIGH SCHOOL,  
WE CREATE AN ENVIRONMENT WHERE KNOWLEDGE LEADS TO SUCCESS,  
RESPECT PREVAILS,  
AND OUR STUDENTS ARE EMPOWERED TO FACE THE FUTURE WITH CONFIDENCE.**

## EDUCATIONAL INSIGHTS

### **THIS WE ARE**

Educators with vision, educators who will question and evaluate existing procedures in order that newer and better methods of carrying out a superior instructional program can be instituted.

Educators with a genuine interest in youth.

Educators who have the physical, mental, and social stamina needed to fulfill the vital responsibilities of educating entrusted to us by the citizens of this community.

Educators who have a high professional spirit; who have a concern for education and the desire to improve ourselves and our profession.

Educators who are proficient in our subject area and have the ability to impart that knowledge to all youth.

Educators who are cognizant of what is going on in the world, perceive the implication of these events and are able to bring this knowledge into our daily teaching.

Educators who realize that education is a multiplicity of experiences garnered from the total environment and that the classroom is but a step toward the launching pad...

## EDUCATIONAL INSIGHTS

### THE MICHIGAN TEACHER'S CODE

#### PRINCIPLES

##### Obligation to Pupils

The primary consideration of the teacher should be the present and future welfare of the pupils placed in his charge. He should seek to prepare pupils to be socially and economically efficient in the home, school, and community and to be personally happy as a member of society.

##### Obligation to Parents

The teacher, recognizing the authority of the parent over the pupil, should be willing to share this responsibility and to cooperate with the parents for the best interest of the child.

##### Obligation to the Public

The teacher should consider himself in a position of public trust and should therefore conduct himself so that he increases respect for his profession and public education. Realizing his responsibility for leadership, the teacher should be ready to counsel and confer with all who have an interest in education.

##### Obligation to the Profession

The teacher should at all times maintain an attitude of constructive cooperation, guiding those under his direction, and assisting his associates. Recognizing the dignity of the profession, he should help to maintain a high standard of loyalty and service.

## EDUCATIONAL INSIGHTS

### ATTITUDES...

#### THE IMPORTANCE OF

It has been said many times in many different ways—a person is what he thinks. As the noted psychologist Dr. Karl Menniger found, "Attitudes are more important than facts." Attitudes determine the nature and quality of life which a person lives. What could be more important than the way we live our lives? Attitudes are more important than either skills or intelligence; they often make the difference between success and failure. Attitudes affect the way a person looks, how he feels, what he says and does, and how he perceives the world around him.

One of the great believers in the power of positive thinking, Dr. Norman Vincent Peale, wrote: "You can think your way to failure and unhappiness, but you can also think your way to success and happiness." Whenever a person thinks positive thoughts, he creates an atmosphere of success around him. He begins to change. He feels better about himself and gains self-confidence in his abilities, saying to himself, "I CAN DO IT!" Students who have this positive attitude will learn better, achieve more and be more productive citizens.

Attitudes are mental and emotional habits which are learned. A person's attitude is the state of mind he holds toward an individual, a place, or thing. People are not born with attitudes. Attitudes are developed both through sensory contact with the world and through experience in the world. As a child interacts with others, especially those important to him, he learns through their actions and reactions. In this way, those to whom a child looks for guidance influence enormously the way he feels about himself, the way he responds to others, and the way he interacts with his larger environment. Recent research in human growth and development shows that attitudes are formed no later than the age of nine or ten, and probably even earlier. Therefore, it is a special responsibility of the home and the school to help a child learn to choose positive attitudes. Attitudes inevitable relate to action, and the Law of Cause and Effect demonstrates that these actions are tied to consequences. In this way thoughts determine action—man is what he thinks.

## EDUCATIONAL INSIGHTS

### QUALITIES OF AN EXCELLENT TEACHER

Outstanding teachers make a profound impact upon the effectiveness of a school district. Professionals with Ventures for Excellence\*\* have been studying the qualities of the very best teachers for many years and have developed some clear understandings of what constitutes excellence in such people. We are now able to provide systematic study and in-depth measurement of the following qualities of teachers.

#### 1. PURPOSE

A teacher with purpose is one who has a clear definition of personal meaning and has the ability to relate this understanding to a particular job role. This person is highly motivated and positive in applying personal meaning to the defined responsibilities.

##### POSITIVE

This teacher thinks positively and enthusiastically about people and what they are capable of becoming. This teacher is able to see the good in any situation, and although confronted with obstacles, will move forward to make the most of difficult situations. This teacher encourages others to be positive also.

##### VALUE BASED

This teacher has clear values which focus upon the worth and dignity of human beings. This teacher is also sensitive to the values of the majority of the people in the community. Working in an environment which is highly consistent with a personal belief system is viewed as essential. High recognition is given to the importance and power of modeling constructive behavior with students.

##### COMMITTED

This teacher is one who demonstrates commitment to students and the profession. This teacher is self-confident, poised and personally in control of situations. While having a positive self-image, this teacher encourages students to look at themselves in a positive manner. Helping students to honor the worth and dignity of others is also considered vital.

#### 2. HUMAN INTERACTION

A teacher who has human interactive qualities is one who prizes, relates, understands and communicates with other people in a manner which contributes to harmonious relationships and high human support systems.

##### COMMUNICATIVE

This teacher is able to share with others in a manner which encourages effective two-way communication. This teacher is able to communicate personal thoughts and feelings on a wide spectrum of issues, and at the same time can listen to students and others in an empathetic

manner. This teacher has specific on-going ways to determine what students are thinking.

#### PERSONABLE

This teacher is one who can establish and maintain positive, mutual relationships with people. This teacher is one who likes to be with others and has many specific ways of getting to know students as persons. Building mutual trust and appreciation through meaningful, personal interaction and involvement is evident.

#### COMPASSIONATE

Due to a deep sense of caring and empathy, this teacher is able to communicate with people at a feeling level. This teacher is open with personal thoughts and feelings, encourages others to do likewise and has ways to know, discover, and understand the in-depth feelings of students.

#### SENSE OF HUMOR

This teacher is enjoyable to be around and is able to take the tension out of difficult situations. This teacher uses humor spontaneously, in a tasteful manner, and thus builds a positive learning climate and togetherness in the classroom. This teacher uses this skill to activate learning. Humor is seen as a valuable instructional technique.

### 3. HUMAN DEVELOPMENT

A teacher with human development skills is one who is highly motivated, consistently growing and developing, insightful about what motivates others and perceptive about applying skills and approaches which will bring out the best in others.

#### SHARED PLANNING

This teacher is one who moves in a planned and systematic direction, while helping others in their own organization and planning. While being highly organized with a strong sense of personal direction, this teacher plans with others to determine how organization can be beneficial to those served. This teacher knows that efficient use of time enhances the learning process.

#### KNOWLEDGEABLE

This teacher is one who constantly seeks knowledge, keeps up in areas of expertise, and has the capacity to integrate new knowledge into what is already known. This teacher is able to acquire knowledge and translate it to students in a way which is highly comprehensible to them, yet retains its essence.

#### DEPENDABLE

This teacher is one who is honest and authentic in working with others and will consistently live up to commitments to students and others. This teacher approaches situations and people in an open, honest and forthright manner.



#### INDIVIDUALLY PERCEPTIVE

This teacher is able to see each student as a unique and valuable individual, focus on the differences among students, quickly diagnose student difficulties, and assist in the management of situations involving the individual.

#### PATIENT

This teacher is one who is deliberate in coming to conclusions, strives to look at all aspects of the situation, and remains highly fair and objective in the most difficult circumstances. This teacher is one who believes that problems can be resolved if enough input and attention is solicited from people who are affected.

#### MOTIVATIONAL

This teacher is one who has enthusiasm, coupled with high standards and expectations for students and self. This teacher understands the intrinsic motivations of individuals, and has specific ways of knowing what it is that motivates individual students. This teacher encourages and directs students to take action upon their strengths and interests in constructive ways.

#### FLEXIBLE

This teacher is willing to alter plans and directions in a way which will assist all people in moving toward their goals. Reasoning out situations with students and staff in a manner which allows all people to move forward in a positive direction is prized by the teacher.

#### CREATIVE

This teacher is highly innovative and versatile. This teacher is open to new ideas and strives to incorporate techniques and activities which enable students to have unique and meaningful new growth experiences.

\*\*Ventures For Excellence is a human resource selection and development company dedicated to the identification and development of human talents which focus upon helping others. Ventures associates work closely with leaders in education, medicine, and business who believe human beings are the most valuable resource on the face of the earth. Their goal is to help people grow and develop who place as their first priority the worth and dignity of all human beings. To learn more about the selection and assessment instruments, workshops, cassette tapes and printed materials, contact: Ventures for Excellence, 1620 South 70<sup>th</sup> Street, Lincoln, NB 68506 (402)483-2844

## EDUCATIONAL INSIGHTS

"I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather.

As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

## IRON MOUNTAIN PUBLIC SCHOOLS EMPLOYEE CODE OF CONDUCT

The welfare of the Iron Mountain Public Schools and the integrity of the educational profession is directly affected by the quality and professionalism of employees. The ideas, attitudes, and ethical behavior of staff members substantially influence the reputation of the school district. The Iron Mountain Board of Education, in accordance with high professional and moral standards, has established a code of basic principles and ethical standards for all staff members acting individually or collectively as an employee of the Iron Mountain Public Schools.

Employees will:

1. Obey the laws of the State of Michigan and the United States as the laws affect their work, and the policies and administrative rules of the Board of Education.
2. Respect the confidentiality of privileged information regarding student records and to abide by the Family Educational Rights Act (FERPA).
3. Refrain from inappropriate discussions of students, in and out of school.
4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Not intentionally expose the student to embarrassment, insult, sarcasm, or disparagement.
6. Not unfairly exclude any student from participation in any program, deny benefits to any student, or grant any advantage to any student in accordance with state and federal civil rights laws.
7. Not knowingly make false or malicious statements about a colleague.
8. Not accept any gratuity, gift or favor that might impair, or appear to influence, professional decisions or actions.
9. Not misuse school funds or monies collected from students and parents, and shall report any known misuse to appropriate supervisor.
10. Use school materials and equipment in a appropriate manner for educational purposes.
11. Not attempt to influence students to buy or sell any product/service which is for the primary purpose of, directly or indirectly, financially benefiting any school employee.
12. Treat students, staff, parents, and citizens with the same dignity and respect they, as staff members, have the right to expect.
13. Carry out their assigned duties in a competent manner.

**IRON MOUNTAIN HIGH SCHOOL / CENTRAL MIDDLE SCHOOL/EAST ELEMENTARY**  
2019-2020 Class Schedule

TEACHER	ROOM	ZERO HOUR 6:58 - 7:45	PERIOD 1 7:50 - 8:37	PERIOD 2 8:42 - 9:29	SEMINAR 9:34 - 10:00	PERIOD 3 10:00 - 10:47	PERIOD 4 10:52 - 11:39	LUNCH 11:39 - 12:14	PERIOD 5 12:19 - 1:06	PERIOD 6 1:11 - 1:58	PERIOD 7 2:03 - 2:50
CAREY (OL-TOR)	25		CHEM	PREP	MS SEM	SCI 8	CHEMISTRY	LUNCH	BIOLOGY	ADV BIO	BIOLOGY
CHRISTIANSEN (OL-TOR)	27		ADV CHEM	PHYSICS	SEM	EARTH SCIENCE	SCI 8	LUNCH	EARTH SCIENCE	HS STEM	PREP
DUCAT	GYM/ 302		PE 8/PE 8	ACCT 1/ACCT 2		ELEM	ELEM	LUNCH	ELEM	PE 7/PE 7	MS ROTATION
HAFERKORN	201		ELEM	T LEARNING		ELEM	ELEM	LUNCH	PREP	ELEM	MS ROTATION
HANSEN	205		LAB	LAB	SEM	LAB	LAB	LUNCH	LAB	LAB	LAB
HERMAN, MARK	203		SS7	WLD HIST/GEO		SS7	ENG 7	LUNCH	ENG 8	ENG 8	WLD HIST/GEO
HERMAN, MI	102		LAB	LAB	SEM	LAB	PREP	LUNCH	LAB	LAB	LAB
HIATT	304		ENGLISH 11	PREP	SEM	ENGLISH 11	ENG 12	LUNCH	ENGLISH 12	ENGLISH 10	ENGLISH 10
JOHNSON	103		MATH 7	ELEM	MS SEM	PREP	MATH 7	LUNCH	MATH 8	MS ALG 1	MS ROTATION
MARTILA (OL-TOR)	313/26		GEOMETRY	TARGETED LEARNING	MS SEM	SCI 7	GEOMETRY	LUNCH	SCI 7	ALGEBRA 1	PREP
PETRUSCH	303		SPANISH 1	ENGLISH 9		SPANISH 2	SPANISH 1	LUNCH	ENGLISH 7	SPANISH 3/SPANISH 4	ENGLISH 9
PIETRANTONIO (OL-TOR)	308		ENGLISH 12	US HIST		SS8	SS8	LUNCH	CIVICS/ECON	USH HIST	CIVICS/ECON
RECLA (OL-TOR)	MUSIC	AM JAZZ	HS BAND	MS BAND	SEM	GUITAR	PREP	LUNCH	ELEM	ELEM	ONLINE
STANCHINA (OL-TOR)	034 R 035 L		PREP	ART 2	SEM	ART1	ART 3/ART 4	LUNCH	ART 2	ART 1	ELEM
THOMANN (OL-TOR)	206		PREP	LAB	SEM	LAB	LAB	LUNCH	LAB	LAB	LAB
TRUSCOTT	306		ONLINE	ONLINE	GUIDANCE	ONLINE	ONLINE	LUNCH	ONLINE	ONLINE	PREP
WILLIAMS	204		PREP	ME CHOIR/HS CHOIR		ELEM	ELEM	LUNCH	ELEM	ELEM	MS ROTATION
WONDERS (OL-TOR)	1M 220		HEALTH 8/HEALTH 8	ADV FIT	SEM	PREP	ADV FIT	LUNCH	PE WELLNESS	HEALTH 7/ HEALTH 7	ADV FIT
YAKE	301		PREP	ALGEBRA 2	SEM	AP CALC	PRE CALC	LUNCH	ALGEBRA 2	AP COMP SCI PRINC	PRE CALC
			8:00 - 11:05	11:05-11:41	11:41 - 3:00	ONLINE TORS - Also denoted on schedule with (OL-TOR) Additional TORS listed below					
KEOGHEY	117		ELEM	LUNCH	ELEM	Samantha Roberts	Renee Grenler		Mary Martin		
BOLDA	114		ELEM	LUNCH	ELEM	Dawn Kranz	Shelly Petrusch		Maria Basanese		
SCOTT	112		ELEM	LUNCH	ELEM	Virginia Adams			Pam Pirkola		
SPRINGER	113		ELEM	LUNCH	ELEM	Stacy Brock			Brittany Ritche-Stone		

**STAFF NOTIFICATION TELEPHONE TREE**

In the event that the building staff would need to be contacted outside of school hours, the following procedure would be in effect:

1. The principal would contact the crisis intervention team and the decision would be made to contact the entire staff.
2. Each team member would then initiate the fan out in their branch. Each contacted person would then complete the fan out by contacting the rest of their branch. If a contact cannot be made then the person above will complete the branch. (Note: be sure to relay messages as accurately as possible)

**Contact Tree**

