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7050 Curriculum Development

7050

The Board, believing that “student academic achievement” is the number one priority and purpose of the District, hereby adopts this policy.

The administration, with the cooperation of the certified staff, shall develop a comprehensive curriculum K-12 which is based on valid educational research and which encompasses a philosophy of education compatible with the needs of the student, the resources of the District, and the State of Michigan.

The administration shall evaluate the curriculum of the District in view of the Board’s goals and objectives on a periodic basis. The findings, conclusions, and recommendations of the staff shall be transmitted to the Board.

Technology

The Board supports the use of computers and related technology to enhance classroom instruction. The use of computers and related technology should significantly increase the opportunity for the expansion of student reasoning and thinking ability, the improvement of the management and delivery of instruction to all students and other uses in support of the Board approved curriculum.

Resources

The administration is encouraged to utilize any available resource in the development of a comprehensive curriculum.

Personnel (Cf. 1220)

The Board encourages the use of District personnel as well as resource personnel from outside the District in the development of comprehensive curriculum and related materials.

The Board recommends that the administration utilize and develop materials, which will aid in the development of curriculum to be approved by the Board for use in the District.

Financial (Cf. 3200)

The Board encourages the Superintendent to investigate, continuously, the availability of other-than-District funds to defray expenses incurred in the development of a District-wide curriculum.

7050 Curriculum Development

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Materials

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Planning

The Board advocates a policy of continuous curriculum study. The Superintendent is encouraged to utilize resource personnel in a manner consistent with Board policies. The Superintendent is also encouraged to use District patrons and students in a manner consistent with these policies.

The Superintendent shall have the responsibility to organize the certified staff in appropriate committees to plan, study, modify, change, or develop a District-wide curriculum.

Research

The administration shall develop a research and evaluation program, which will provide the Board with data to be used in the development of curriculum areas. The use of research findings of other agencies, departments, colleges, and universities is encouraged by the Board.

Federal Compliance

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, inform the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

Curriculum Adoption

No course of study shall be eliminated or new course added without approval of the Board, nor shall any basic alteration or reduction of a course of study be made without such approval.

Approved: October 11, 2010
LEGAL REF: 20 USCA 7906 (NCLB); MCL 380.1282

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7052 Multicultural Education

7052

The District's learning environment shall reflect diverse cultural traditions and contributions so that students may develop a broader knowledge base and have a sense of respect for and tolerance of culturally diverse peoples, their customs, and historic legacy.

Approved: October 11, 2010

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7055 Comprehensive School Health Education

7055

The Board understands that a comprehensive school health education is a priority of the state and a critical component of a coordinated school health program. As recommended by The State Board of Education, the Board hereby adopts this policy.¹

The administration, with the cooperation of the certified staff, shall develop a Comprehensive School Health Education Program based on the nationally recognized Michigan Model for Comprehensive School Health Education and the Michigan Board of Education, “Policy on Comprehensive School Health Education” as adopted June 8, 2004.

Approved: October 11, 2010

LEGAL REF: Michigan State Board of Education, *Policy on Comprehensive School Health Education*, June 8, 2004.

¹ Michigan State Board of Education Policy on Comprehensive School Health Education, “The Board recommends that each school district adopt, implement, and evaluate a research-based, theory-driven comprehensive health education program, such as the nationally recognized *Michigan Model for Comprehensive School Health Education*.”

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7057 Quality Character Education

7057

The Board understands that a quality character education is a priority of the state and a critical component of the coordinated school health program. The Board hereby adopts this policy.

The administration, with the cooperation of the certified staff, shall develop a Quality Character Education Program that follows such programs as the Michigan Model for Comprehensive School Health Education.

In addition, the Quality Character Education Program of the District shall include and embrace the principles set forth in the Michigan State Board of Education Policy on Quality Character Education as adopted and recommended June 8, 2004.

Approved: October 11, 2010

LEGAL REF: Michigan State Board of Education, *Policy on Quality Character Education*, June 8, 2004.

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7060 Curriculum Guides and Course Outlines

7060

The Board approves the curriculum, which is designed to accomplish the mission and goals of the District. Every course shall have a written curriculum guide or course outline based upon the mission and goals.

Approved: October 11, 2010
LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7110 Core Curriculum

7110

The Board shall establish and periodically reconsider the core curriculum or basic program for the District. Handbooks outlining any course offered in the District should be approved by the Superintendent, and shared with the Board, in advance of the school year in which the courses are to become operative.

Exit Outcomes

The Board has identified measurable exit outcomes for the District's students. These exit outcomes are compatible with the District's educational mission, the Board's goals and established performance objectives.

Outcomes Evaluation

The Superintendent shall develop an evaluation process to ensure that the measurable exit outcomes and performance objectives are achieved by the District's students.

Co-curricular Activities

Co-curricular activities should be used as a means of developing a wholesome attitude and good human relations, as well as knowledge and skills. The Board supports such co-curricular activities and may attempt to make them available on a voluntary basis to all students. The purpose of such activities shall be compatible with the Board's curriculum goals, District and school mission.

Each school, under the direction of the Principal and subject to approval by the Superintendent, may maintain a co-curricular activities program, suited to the needs of the students in that particular building. Parent(s)/Guardian(s), students and faculty should be utilized in determining the type and range of activities to be offered.

Participation in co-curricular activities is considered a privilege, carrying with it the responsibility of good behavior in school. Failure on the part of any student to meet this responsibility renders him/her liable to suspension from representing the school, participating in the activity, and/or holding class organizational office.

7110 Core Curriculum

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The building level administrators, subject to approval by the Superintendent, shall be responsible for the organization of all student activities and shall provide adequate supervision, administer student finances, and approve all student activities with the assistance of delegated members of the faculty.

In planning the program of activities, the Superintendent and staff shall take into consideration the breadth of activities offered through other community organizations.

Approval

All new co-curricular activities and organizations shall be approved by the building Principal and/or Superintendent. Activities, which may require the expenditure of general school funds, shall require Board approval.

Evaluation

Each activity shall be evaluated at least annually to determine if its purposes are being fulfilled and if it is meeting the needs of the students of that particular building.

Student Funds

Funds remaining in accounts of student organizations, which have been inactive for one year, or in accounts of classes, which have been graduated for one year, shall be transferred by the Board to accounts of other co-curricular organizations or to the District's general fund upon recommendation of the Superintendent.

Approved: October 11, 2010

LEGAL REF: MCL 257.811; 380.1151-1153; 380.1155; 380.1157; 380.1166; 380.1169-1170; 380.1278; 380.1282; 380.1289; 380.1316; 380.1502; 380.1506; 380.1507; 388.1761; 380.1804; 380.1806; 380.1813 (Homebound and Hospitalized); R 325.1-52; 325.898; 325.1491 and 388.301-399; OAG, 1977-1978, No 5291, p 420 (April 12, 1978); OAG, 1979-1980, No 5659, p 648 (February 28, 1980)

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7115 Sex Education

7115

Pursuant to state law, sex education may be provided by the District but must be an elective class. In order to offer this instruction, a Sex Education Advisory Board must be established. Students will not be permitted to take the class unless the student’s parent/guardian is notified in advance of the course and its contents, is given an opportunity to review course materials, is allowed to observe the instruction, and is notified of the right to have the student excused from the class. (See “Parent/Guardian Notification” below.)

Sex Education Advisory Board

The Sex Education Advisory Board (hereinafter “Advisory Board”) shall recommend materials and methods to the Board of Education in compliance with current statutory requirements as defined in MCL 380.1507. All instruction and materials shall be age-appropriate and medically accurate. Prior to the adoption of any revision to materials or methods of instruction in sex education, the Board of Education shall hold two public hearings. The hearings shall be held at least 1 week apart and shall be posted pursuant to MCL 380.1201.

The Advisory Board shall minimally include the constituencies described in 380.1507(5) (parents, educators, pupils, clergy, and community health professionals.) One half of the members shall be parents who have at least one child attending a school operated by the District, and a majority of those parent members shall be individuals not employed by a school District. The Board of Education shall recommend a process for selecting Advisory Board members that reflects, reasonably, the District population. One of the co-chairs leading the Advisory Board shall be a parent.

The Advisory Board must establish goals and objectives for pupil knowledge and skills designed to reduce rates of sexual activity, pregnancy and sexually transmitted diseases, review materials and methods and make implementation recommendations to the Board of Education. The recommendations shall incorporate the required content of MCL 380.1507b and such other material as the Advisory Board finds to be pedagogically sound.

It is recommended that the District align the curriculum to the content recommendations in the State Board of Education Policy to Promote Health and Prevent Disease and Pregnancy (September 2003.) Every two years, the Advisory

7115 Sex Education

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Board shall evaluate, measure, and report upon attainment of the goals and objectives. The report shall be made available to the parents/guardians of the District.

To comply with the provisions of the No Child Left Behind Act and Michigan Statutes, the Superintendent will, in writing, inform the professional staff of the federal requirements that apply to sex education and the prohibitions and restrictions covering distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal and state guidelines concerning age appropriate sex education.

Parent/Guardian Notification

Sex education is not to be provided to any student under the age of 18 unless the parent/guardian is notified in advance of the instruction and the content of the instruction. Parents/guardians are to be given an opportunity to review materials to be used and to have their child excused from the instruction by filing an annual or continuing written notice that the child is to be excused from the class. If a parent/guardian files a continuing written notice to exclude their child from sex education classes, present or future, the student shall not be enrolled in a sex education class at any time unless the parent/guardian submits a new, written authorization for that enrollment.

Any student is to be excused without penalty or loss of academic credit, from attending class sessions in which the instruction is provided.

Approved: October 11, 2010

(MASB Note: If your District elects to offer sex education as an elective, the District must comply with the tenants of this policy and these rules)

LEGAL REF.: MCL 380.1282; 380.1507; 380.1507b; 380.1169; 388.1506; 380.1766;

388.1766a; 20 USCA 7906 (NCLB); State Board of Education Policy to Promote
Health and Prevent Disease and Pregnancy (September 2003.)

MASB Note: The statute does not prescribe the number of members for the advisory board, and does not set a term of service. The suggestions made need not be followed and the District has discretion to set the number of members and their terms of service.

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7120 Curriculum Alignment

7120

The Board recognizes the need to have its approved curriculum aligned with instructional materials, media, textbooks and technology in order to affect positively student learning and to verify locally identified assessment standards and objectives.

All courses approved by the Board shall include descriptions, objectives, learning activities and criterion test items. The teaching and testing of students shall align with approved course objectives. Student instructional strategies shall take into consideration each students' potential, learning style and special needs.

The Board advocates the use of technology and technological applications in order to meet the objectives of curriculum alignment.

Approved: October 11, 2010

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7140 Dropout Prevention Program

7140

Philosophy

The Board endorses special programming efforts geared to enticing students who are in danger of becoming dropouts back to learning.

The Board desires to provide students and their parent(s)/guardian(s) with an understanding and appreciation of the need for academic learning and relate academic learning to work experience. This can be accomplished both outside the school in cooperation with business and industry and within the school in simulated experiences. Students must know how to read and communicate if they are to succeed in the business world.

Approved: October 11, 2010
LEGAL REF: MCL 380.1204a

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7150 Alternative School Programs

7150

The Board may periodically approve the establishment of alternatives to the regular school program. Such alternatives may include, but will not necessarily be limited to program improvements developed by the staff of individual schools or specially designed schools approved by the Board.

All proposals for alternative school programs shall be presented by the Superintendent to the Board for its consideration and action.

Approved: October 11, 2010

LEGAL REF: MCL 380.1282; 380.1596; 380.1301; OAG, 1985-1986, No 6271, p 13 (February 7, 1985)

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7160 Special Programs

7160

Exceptional students shall be educated in regular classrooms, insofar as practicable, and shall be assigned to special education classes or facilities only when the nature of the student's exceptionality makes inclusion of the student in the regular classroom impractical or when the student is unable to profit from the regular classroom.

When appropriate programs, services, or facilities are not possible within the District's schools, the Board shall make every effort to provide these students with access to schools where such instruction and accommodations are available.

Administrative responsibility for special education programs in the District shall be the responsibility of the Superintendent who shall work closely with the intermediate District in providing special education services. All diagnostic, evaluation, and placement procedures established shall be in accordance with state and federal guidelines.

Approved: October 11, 2010

LEGAL REF: 20 USCA §1400 (Individuals with Disabilities Education Act [IDEA]); 29 USCA §794, *et seq.* (Rehabilitation Act of 1973); 42 USCA §12115 (Americans with Disabilities Act); 29 CFR §1601.30; MCL 380.4(2), 380.6(7); 380.1311; 380.1702; 380.1703; 380.1711; 380.1751; 380.1766; R 340.1701-1873

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7165 At-Risk Students

7165

The Superintendent shall investigate and recommend programs that will address the needs of at-risk students. At-risk students include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, drop out of school, are abused children, or are pregnant minors.

Program planning should examine, but is not limited to, the following: classroom learning experiences; primary prevention programs; staff development requirements, District liability; community resources; crisis response/intervention teams; peer counseling; parent(s)/guardian(s) education; student study teams; K-12 guidance and counseling curriculum; attendance policy and procedures; student discipline; and alternative programs.

Approved: October 11, 2010
LEGAL REF: MCL 388.1631a

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7170 Federal Program Administration (Cf. 7175)

7170

Federally funded programs are a vital and necessary adjunct to the educational program of the District's schools.

Title I Programs

The Board shall ensure that the District's Title I programs operate in accordance with federal laws and conditions. The Superintendent is responsible for administering the District's Title I programs; assessing the educational needs of all students, particularly the needs of educationally deprived children, developing appropriate communication channels between all parties, developing in-service training for parent(s)/guardian(s) and staff, and developing appropriate evaluation procedures. The requirements of the No Child Left Behind Act shall be followed, and rules and regulations promulgated to ensure that the District is in compliance.

Approved: October 11, 2010

LEGAL REF: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

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7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

7175

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

A. Relationships with Families

- () Cultivating school environments that are welcoming, supportive, and student-centered; ⁴
- () Providing professional development for school staff that helps build partnerships between families and schools; ^{2,3,4}
- () Providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; ^{2,3}
- () Providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. ³

B. Effective Communication

- () Providing information to families to support the proper health, safety, and well-being of their children;
- () Providing information to families about school policies, procedures, programs, and activities; ^{2,3,4}
- () Promoting regular and open communication between school personnel and students' family members; ^{1,4}
- () Communicating with families in a format and language that is understandable, to the extent practicable; ^{2,3}

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7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

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- () Providing information and involving families in monitoring student progress;³
- () Providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;^{2,3,4}
- () Preparing families to be involved in meaningful discussions and meetings with school staff.^{2,3,4}

C. Volunteer Opportunities

- () Providing volunteer opportunities for families to support their children's school activities;^{1,3}
- () Supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.^{3,4}

D. Learning at Home

- () Offering training and resources to help families learn strategies and skills to support at-home learning and success in school;^{1,2,3,4}
- () Working with families to establish learning goals and help their children accomplish these goals;¹
- () Helping families to provide a school and home environment that encourages learning and extends learning at home.^{1,2,4}

E. Involving Families in Decision Making and Advocacy

- () Involving families as partners in the process of school review and continuous improvement planning;^{3,4}
- () Involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.^{2,3,4}

F. Collaborating with the Community

- () Building constructive partnerships and connecting families with community-based programs and other community resources;^{2,3,4}
- () Coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.^{2,3,4}

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7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170)

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Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/Guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/Guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program.

The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Approved: June 13, 2011

LEGAL REF: MCL 380.1294; Sec. 1112, 1118 ESEA

¹Indicates State Requirements

²Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

³Indicates Title I Section 1118 parent involvement requirements

⁴Indicates State Board Parent and Family Involvement Policy recommendations

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7200 Partnerships

7200

The Board may enter into partnership programs between the District or the schools of the District, and business and/or educational institutions for the mutual benefit of the students, professional staff and the outside organization. Such partnerships may include, but are not limited to adopt-a-school programs, cooperative vocational education agreements, or the lending of equipment.

Approved: October 11, 2010

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7210 Interscholastic Athletics

7210

The Board is committed to providing equal opportunity to compete in interscholastic athletics for both boys and girls and directs its Superintendent and those responsible for athletic programs to recommend programs, which will meet this goal.

All interscholastic activities recognized and approved by the Board shall follow the guidelines established by the Michigan High School Athletic Association.

Approved: October 11, 2010

LEGAL REF: MCL 380.1289; OAG, 1977-1978, No 4795, p 190 (August 11, 1977); OAG, 1985-1986, No 6352, p 252 (April 8, 1986); and rules and regulations as published by the Michigan High School Athletic Association

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7215 Performance-Enhancing Substances

7215

Pursuant to state law, the illegal use of a performance-enhancing substance¹ by a student who seeks to, and/or actively does, participate in interscholastic athletics may result in the loss of eligibility for any participation in interscholastic athletics as determined by the local Board of Education. Therefore, the Board directs the Superintendent to promulgate rules/regulations that describe the length of time for a loss of eligibility for a first, second, and third offense. The Superintendent shall establish an appeal process within the administration for any decision that imposes a loss of eligibility pursuant to this policy. The decision of the administration shall be final and there shall be no appeal to the Board.

Student-athletes who are under a physician's care and who have been directed by a physician to use anabolic steroids due to a medical condition requiring such treatment must present proof of the physician's orders to their coach prior to participating in any practice or contest. The physician need only state that anabolic steroids have been prescribed, and should not indicate the specific medical reason for the prescription.

Any loss of eligibility imposed pursuant to this policy shall be in addition to any other discipline that may be appropriate to the situation pursuant to the Code of Conduct.

The rules/regulations shall be published and distributed to all who seek to, or who actively do, participate in interscholastic athletics.

Approved: October 11, 2010

LEGAL REF: MCL 380.138

¹ The Department of Community Health, pursuant to law, will publish a list of performance-enhancing substances that is based upon the list developed by the National Collegiate Athlete Association.

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7350 Instructional Resources

7350

Instructional Services

The Board encourages the use of instructional services available to the District.

Teacher Aides

The Board may approve the use of teacher aides when necessary.

Resource Teachers

The Board encourages the utilization of resource persons who are available in the community.

Textbook Selection and Adoption

In accordance with Michigan School Laws, textbooks and workbooks used in the District shall be adopted by the Board. Once adopted, textbooks shall not be changed without Board approval and shall be used for at least five years, except in unusual situations.

The Superintendent shall be responsible, with the advice of the professional staff, to recommend to the Board textbooks and other educational materials for adoption. The Board shall make every effort to implement those recommendations.

Textbooks should be continuous and sequential in nature when possible.

Insofar as possible, all textbooks should present balanced views concerning the international, national and local issues and problems of our times.

Textbooks should:

- Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards,
- Provide materials that will help students develop abilities in critical thinking and reading,
- Provide materials that will develop and foster an appreciation of American cultural diversity and development,
- Provide an effective basic education for all students, and

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7350 Instructional Resources

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- Allow sufficient flexibility for meeting the special needs of individuals and groups.

The Superintendent shall develop administrative rules outlining a procedure to select textbooks that meet the above criteria. This process shall include a review of available material by instructional staff members. The recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selection made by the Board should follow the procedures outlined in the District's procedure on public complaints about the curriculum or instructional materials. (Cf. 7400-R)

Use of Textbooks

The use of textbooks as a sole resource tool in the classroom is discouraged. The teachers are encouraged to develop, use and maintain a relevant and up-to-date core of resource materials in the classroom.

Technology

The Superintendent shall develop a plan that coordinates the purchase of technological equipment for the District. Such plan shall provide for equipment or hardware, software compatibility, and future applications.

The Superintendent shall provide for appropriate staff in-service training on the utilization of technological equipment and uses of equipment and software relative to the instructional program and administrative applications.

Approved: October 11, 2010
LEGAL REF: MCL 380.1421-1422

Section 7000 – Instructional Program

7380 Instructional Program Prohibitions

7380

A student shall not be required to take part in any instructional survey, analysis, or evaluation that discloses information that is protected under federal law, unless the District receives prior consent from a student over 18 years of age, or prior written consent from the parent(s)/guardian(s) of a student less than 18 years of age.

The District shall give students notice of their rights under this policy.

Approved: October 11, 2010

LEGAL REF: 20 USCA §1232h (Family Educational Rights & Privacy Act of 1974 [FERPA])

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7400 Instructional Materials and Media Centers

7400

The primary functions of the media centers are to process and circulate materials and equipment through an orderly procedure and to provide reference and other services to students and faculty.

Efforts are made so that the collection reflects the broad interests represented in the curriculum, complemented by enrichment materials in a variety of forms. To meet recommended standards, the administration and Board support the development of a collection adequate to meet curricular needs of the students.

Objectives

The objectives for the person in charge of the District's media center(s) are as follows:

- To participate effectively in the school program that will endeavor to meet the needs of students, teachers and patrons of the District,
- To stimulate and guide students in their reading, viewing and listening so that they will become skillful and discriminating users of various types of media,
- To provide an opportunity through media center experiences so that students will be able to develop helpful interests, to make satisfactory personal adjustment and to acquire desirable social attitudes,
- To work with teachers in the selection and use of media that will contribute to the teaching program,
- To make available consultant services that will provide for the improvement of learning, instruction and the use of media resources and equipment,
- To provide adequate equipment so that students and teachers will be able to make efficient use of media, and
- To cooperate with teachers and administrators in programs that will promote the professional growth of the school staff.

Criteria for the Development of Media Center Materials

Collection Development

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7400 Instructional Materials and Media Centers

7400-2

The media collection should be developed systematically so that it is well balanced in coverage of subjects, types of materials and variety of content.

Selection Criteria

Materials will be chosen to support and supplement the curriculum, to promote wise use of leisure time, to develop literary discrimination and appreciation and to encourage students to become productive citizens.

Materials will be chosen on various reading levels presenting different points of view concerning the problems and issues of the times.

Books and other instructional materials will be evaluated before purchase, either through direct examination or by consulting reputable, unbiased, professionally prepared selection tools approved by the building Principal and/or media specialist.

Accuracy, artistic quality, format, and authoritativeness will all be considered before making purchases of materials.

Staff Libraries

A professional library may be maintained in each media center and the office of the curriculum coordinator.

The Superintendent, in conjunction with building Principals and the media specialist, will ascertain the titles of professional magazines, books, pamphlets and other such literature to be placed in the professional library of a building. A budget for professional libraries shall be included in the instructional resource budget each year.

Review Committee for Patron Complaints Concerning Instructional Materials

The Board shall establish a review committee to handle complaints from patrons concerning instructional and media materials. (Cf. 9450)

Approved: October 11, 2010

LEGAL REF: MCL 380.1274; 380.1422; 15.231-246; 397.601-605

Section 7000 – Instructional Program

7420 Inspection by Parent(s)/Guardian(s) of Instructional Material

7420

The parent(s)/guardian(s) shall be permitted to inspect all instructional materials used by the District in evaluating, surveying, or analyzing students in furtherance of an instructional program. Instructional materials shall include teacher's manuals, films, tapes, or other supplementary materials.

The District shall give parent(s)/guardian(s) notice of their rights under this policy.

Approved: October 11, 2010

LEGAL REF: 20 USCA § 1232g (Family Educational Rights & Privacy Act of 1974 [FERPA])

Section 7000 – Instructional Program

7463 Use of Commercially Produced Video Recordings

7463

Videotapes or DVD's will be selected and assigned to give support directly to instructional learning objectives contained within the Board approved curriculum.

Videotapes or DVD's, when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall work and its individual parts, fair and accurate representation of the facts, the reputation, and significance of the writer, Director, and/or performer.

Approved: October 11, 2010

LEGAL REF: 17 USCA §§ 106, 107, 110 (Exclusive rights in copyrighted works)

Section 7000 – Instructional Program

7475 Computer Assisted Instruction

7475

The Board supports computer assisted instruction for the District's students in order that the students may accomplish their educational goals efficiently and completely and become computer literate.

The Board shall demonstrate this support by establishing computer-learning centers in each school, as funds are available. Such funds may be obtained through state and federal sources, donations, and gifts or through the allocation of District funds.

Approved: October 11, 2010

Section 7000 – Instructional Program

7485 Community Resources

7485

The Board encourages the utilization of community resources in the instructional program of the school.

Use of Community Resource Persons

The use of community resource personnel is encouraged where a legitimate educational objective may be advanced.

School Volunteers (Cf. 9230)

The use of school volunteers is encouraged whenever a legitimate educational objective may be advanced.

Approved: October 11, 2010
LEGAL REF: MCL 691.1505

Section 7000 – Instructional Program

7490 Field Trips and Excursions

7490

Field trips and excursions are encouraged when a reasonable educational objective can be established. All trips to foreign countries and overnight trips are to be approved in advance by the Board. The Superintendent shall provide the Board with a recommendation concerning any overnight or foreign trip. The recommendation shall take into account any foreign travel warnings or cautions of the U. S. Department of State. In addition, before making any recommendation, the Superintendent shall seek advice concerning overnight or foreign travel from the District's legal counsel and insurance carrier. The Superintendent shall develop rules and regulations regarding educational field trips and excursions.

Approved: October 11, 2010

LEGAL REF: MCL 380.1321-1332; R 340.241-243

Section 7000 – Instructional Program

7500 Guidance Program

7500

The guidance program shall be organized to meet the needs, interests, and abilities of all individual students with their own particular capabilities, their aptitudes and their personalities. It is a District goal to make each student an active participant in the learning process and not simply a passive absorber of knowledge.

The guidance and counseling services of the District shall be available to any student and shall not discriminate against any student based on sex, race, age, color, national origin, or disability.

Educational Guidance

The educational guidance program shall relate to the educational objectives and needs of the students.

Personal Guidance

The guidance program shall provide for the individual needs of the students.

Vocational Guidance

The District shall assist students in formulating vocational goals and objectives. Cooperative vocational education, job placement, apprenticeship training is offered without regard to race, age, color, sex, national origin, or disability.

Approved: October 11, 2010

LEGAL REF: MCL 380.1233; 20 USCA §1232 (Family Educational Rights and Privacy Act); 28 CFR §42.410; 28 CFR §42.405 (Title VI of the Civil Rights Act); 42 USCA §1981 *et seq.* (Civil Rights Act); 20 USCA §1681; 34 CFR §106.8; 34 CFR §106.9 (Title IX of the Education Amendments); 29 USCA §794, *et seq.* (Rehabilitation Act of 1973)

Section 7000 – Instructional Program

7560 Grading System

7560

The Board encourages a uniform grading system for use in the elementary and secondary grades.

Full details of the District's grading system shall be published in the appropriate faculty and student handbooks.

Approved: October 11, 2010

LEGAL REF: MCL 380.1282; OAG, 1981-1982, No 5879, p 124 (April 17, 1981)

Section 7000 – Instructional Program

7580 Homework

7580

The use of homework as a means to discipline students is prohibited. Homework shall be assigned on an as needed basis, and shall never exceed a students' capability to complete within a reasonable time.

Approved: October 11, 2010

LEGAL REF: *Owasso Independent School Dist. No. 1-011 v. Falvo*, 122 S.Ct. 934 (2002).

Section 7000 – Instructional Program

7600 Promotion and Retention

7600

Grade level and group assignments, including promotion and retention, shall be the responsibility of the Superintendent and shall be made in the best interests of the individual student subject to parent(s)/guardian(s) involvement in accordance with law.

Students will normally progress annually from grade to grade. However, exceptions may be recommended when, in the judgment of the professional staff, and after consultation with parent(s)/guardian(s), such exceptions are in the best interests of the individual student involved and retention is indicated.

Approved: October 11, 2010
LEGAL REF: MCL 380.10²

² **380.10 Rights of parents and legal guardians; duties of public schools.** Sec. 10.

It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive environment. **History:** Add. 1995, Act 289, Eff. July 1, 1996. **Popular Name:** Act 451

Section 7000 – Instructional Program

7610 Make-up Opportunities (Cf. 8350)

7610

All teachers shall supply make-up work assignments when requested by the student or parent(s)/guardian(s) unless the absence from class is due to a long-term suspension (more than 10 days) or permanent expulsion as mandated by law.

The administration shall reserve the right to determine whether credit will be granted for make-up work resulting from unexcused absences or absences due to short-term suspension (10 days or less). After consultation with the appropriate teachers, the building Principal shall make such a determination subject to possible review by the Superintendent.

Approved: October 11, 2010

Section 7000 – Instructional Program

7630 Graduation Requirements

7630

The Board of Education of the Allendale Public Schools is dedicated to preparing its students for post secondary higher education and the work place, and realizes that students as future employees must be able to compete in a global economy. To meet this goal, the Board has established the minimum requirements for a student to meet in order to receive a regular high school diploma.

The Allendale Public Schools' high school program contains certain required and elective courses. A minimum of 30 units of credit, and not less than twelve (12) trimesters of attendance in grades 9-12 are needed for graduation, except for students who transfer from another public school district in this state, or from a public school district in another state.

The Superintendent shall cause the graduation requirements to be published in the Student Handbook and in such other locations or media as he/she determines appropriate, including requirements for transfer students.

The following units of credit are required:

- English/Language Arts 4 units of credit.
- Social Studies 3 units of credit, which must include civics.
- Science 3 units of credit, which must include at least one credit of Biology and one credit of Chemistry or Physics.
- Mathematics 4 units of credit, which must include at least algebra I, geometry, and algebra II, or an integrated course sequence which includes 3 credits. An additional one unit of credit in mathematics such as trigonometry, statistics, accounting, pre-calculus, applied math, business math or a re-take of algebra II, which must be taken during the senior year.
- Physical Education/Health 1 unit of credit.
- Visual, Performing or Applied Arts 1 unit of credit.
- At least one online course or learning experience.

Beginning with the Junior class of 2011-2012, all New Options graduates will have completed a one-year career and technical education program at Careerline Tech Center, or community college/college credit, or formalized job training. These credits may be part of their elective credits or serve as a portion of their required credits for core content subjects.

Section 7000 – Instructional Program

7630 Graduation Requirements

7630-2

Beginning with students entering third grade during the 2006-2007 school year (e.g., the graduating class of 2016), in order to receive a high school diploma a student must meet all of the above requirements plus 2 units of credit earned in high school in a language other than English, or equivalent learning experiences earned in grades K-12.

Granting Credit and “Testing Out”

“Credit” is not a measure of the amount of time a student has studied a subject (e.g., semester, trimester, etc.). Instead, for purposes of this policy, credit shall be awarded where a student is able to successfully demonstrate mastery of subject area content expectations. This may be done in a variety of ways or through a variety of learning experiences, including career and vocational education programs, co-teaching, etc. Demonstration of mastery and the earning of credit will be determined in accordance with guidelines developed by the Superintendent.

In some situations a pupil may desire to earn credit by “testing out” of a particular subject. A pupil enrolled in high school, but not enrolled in a particular course, may be granted credit in the course by demonstrating a reasonable level of mastery by attaining a C+ or above on the final year end exam of the course and by demonstrating mastery through the basic assessment process utilized in the course, which may consist of portfolio, project, paper, examination, or presentations. Credit earned will be on a “credit” or “no credit” basis, and will be counted toward graduation requirements. The Superintendent will establish guidelines for earning credit by testing out.

Educational Development Plans

An Educational Development Plan (EDP) is an interest based plan which identifies the career and vocational interests of the student. It assists the student in identifying the course or courses of study necessary to achieve the student’s post-secondary goals, and will assist in developing an educational plan to be pursued throughout the student’s secondary educational career. It is the policy of the Allendale Board of Education that each student will be provided the opportunity to prepare an EDP in seventh grade and must complete such plan no

Section 7000 – Instructional Program

7630 Graduation Requirements

7630-3

later than the end of their eighth grade year. The Superintendent shall establish guidelines for developing the EDP.

Personal Curriculum

The Board of Education of the Allendale Public Schools recognizes that not all students will have career goals which require the same curricular experiences, or may have begun their high school career in a different state or a private school. Similarly, some students with disabilities may have differing educational needs and abilities, yet still be able, with appropriate accommodations and supports, to complete the requirements for a high school diploma. In recognizing these differences, the Board will permit students to modify the above graduation requirements to meet their particular career goals and learning needs by way of a Personal Curriculum, as permitted by state law. The Personal Curriculum maybe requested by a parent, legal guardian, school personnel, or the pupil him/herself if emancipated or of the age of majority. If requested, the Personal Curriculum must incorporate as much of the Michigan Merit Curriculum as is practicable for the pupil, must establish measurable goals and a method for evaluation of whether the pupil is achieving those goals, and must be consistent with the pupil's Educational Development Plan (EDP) and, in the case of a student with a disability, must be consistent with the student's Individualized Educational Program (IEP). The Superintendent shall establish guidelines for requesting, devising, and granting of Personal Curriculums, consistent with state law.

LEGAL REF: MCL 380.1166; MCL 380.1278; MCL 380.1278a; MCL 380.1278b; MCL 380.1279b; MCL 380.1282

Approved: August 8, 2011

Section 7000 – Instructional Program

7640 Transfer of Credit

7640

Schools of the District shall accept as transfer credit coursework successfully completed at a school accredited by the North Central Association of Schools and Colleges, the Michigan Association of Non-Public Schools, the Independent Schools Association of the Central States, or recognized state or regional accrediting agency of comparable standards, or coursework successfully completed at an accredited post-secondary institution.

In core academic disciplines, particularly disciplines like mathematics which are sequential in nature, the school administration may make use of transcripts, grades, previous teacher recommendations, textbook used, course descriptions, standardized tests, and/or a placement or proficiency test to recommend or determine course placement for a transferring student.

No credit will be granted for work done at another institution that the student substantially repeats by taking an equivalent class within the District.

Transfer from Home Schooling or Other Institutions

Decisions regarding acceptance of credit or grade level placement of students transferring from a home school or a school not meeting the standards of the major regional accrediting agencies listed above shall be made by school officials based on appropriate testing and/or review of home school work and curricula. Additionally, school officials shall consult with the parent(s)/guardian(s), as well as interview the student, prior to making a decision.

In core academic disciplines, transfer of credit from a home school or institution, which is not accredited or accredited by an agency not meeting the above standards, may be contingent on the student demonstrating proficiency in the material through successful completion of a comprehensive final exam and/or other culminating exercise. Successful completion of a higher-level course in a sequential discipline may also be used to establish proficiency.

Transfer of credit in a non-core area may be accorded when the course is in line with the program of study in the District and is consistent with the content and expectations of similar District courses.

Section 7000 – Instructional Program

7640 Transfer of Credit

7640-2

The student's subsequent grade placement and the decision to deny credits may be appealed to the Board by the student or his/her parent(s)/guardian(s).

The Superintendent shall establish rules and guidelines for the application of this policy in conjunction with building administrators and academic departments.

Approved: October 11, 2010

Section 7000 – Instructional Program

7642 Alternative Credit Options (Includes Virtual On-line Courses)

7642

In addition to regular classroom-based instruction, students may earn some or all of their credits for graduation through online or blended learning courses, dual enrollment courses, or correspondence courses provided that (1) course curricula meet the requirements of the Michigan Merit Curriculum and the Michigan Grade Level Content Expectations for awarding credit, (2) students meet the seat-time waiver requirements established by the Michigan Department of Education, and (3) students are enrolled in Allendale Public Schools.

Correspondence Courses

Only courses offered by agencies and institutions recognized by the board will be accepted. The express approval of the Principal/designee shall be obtained before the course is taken, and the school must receive an official record of the final grade before a diploma may be issued to the student.

Virtual/Online Courses

Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered through the high school;

Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;

2. The course will serve as a supplement to extended homebound instruction;

The student has been expelled from the regular high school setting, but educational services are to be continued; or

The Principal, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment.

3. Students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.

As determined by school district policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Principal shall be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

The tuition fee for a virtual course shall be borne by the District for students enrolled full-time. The District may pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

Though its policies and/or supervision plan, the District shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Approved: September 12, 2011

Section 7000 – Instructional Program

7645 Advanced College Placement

7645

Students who are accepted for university or college entrance prior to completing all high school graduation requirements may be granted a high school diploma if the following conditions are met:

1. Requests are made to the Board in advance for a waiver of completion of high school graduation requirements,
2. Approval by the Board of the waiver upon recommendation of the Superintendent,
3. Satisfactory completion of all state requirements for graduation at the high school or at the college/university or other institution approved by the Board, and
4. Satisfactory completion of sufficient college courses which may be substituted for required or elective courses for which high school credit shall be given in order to meet the high school graduation requirements.

The diploma shall not be granted until all of the above conditions have been met. The Superintendent shall be responsible for developing procedures and criteria to implement this policy.

Approved: October 11, 2010
LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7648 Dual Enrollment and Credit

7648

Dual Enrollment

This shall apply to students who are classified as 11th or 12th graders and who have fully qualified for a state endorsement in all subject areas tested under the Michigan education assessment program.

Dual Credit

Students successfully completing the requirements of a course offered by a Michigan post-secondary institution shall receive high school credit providing all guidelines have been met.

Notice

Eligible students shall be provided with notice of eligibility.

The Superintendent shall develop appropriate administrative procedures to deal with requests for dual enrollment.

Approved: October 11, 2010
LEGAL REF: MCL 388.513, 388.514, 388.1621b

Section 7000 – Instructional Program

7650 Testing Program (Cf. 8940 *et seq.*)

7650

There will be a basic testing program designed to evaluate the outcomes of the educational program and to provide information needed in working with individuals. The basic testing program shall be supplemented by such individual tests as the need of the educational program and the District would seem to indicate. This program shall be coordinated by the Superintendent from kindergarten through grade 12 in order to provide continuity in the total program.

Test Selection and Adoption (Cf. 8940 *et seq.*)

Psychological and guidance oriented tests may be selected for use in the District upon recommendation of the guidance counselor and building Principal and approved by the Board. The guidance staff is encouraged to find such tests that measure local norms based on characteristics of students in the District. The use of personality-measuring tests will be used with great discretion.

Test Administration (Cf. 8940 *et seq.*)

Each building Principal in cooperation with the guidance staff shall schedule individual and group testing at times, which will disrupt the educational decorum of the school the least.

Use and Dissemination of Test Results (Cf. 8940 *et seq.*)

Under no circumstances will the results of any individual or group test as defined in these policies be given to unauthorized people. When interpreting individual or group test results, staff members shall use great care so as not to identify any individual.

Generalized results of mass testing may be given to parent(s)/guardian(s) and other authorized persons in the form of a report if adequate interpretation of said results accompanies the report. No report shall be given to any person without prior approval of the Superintendent. Procedure in such matters is defined in these policies, generally.

All test results must be filed in a secure place not available to unauthorized individuals.

Student Assessment

Each school improvement plan shall provide for student assessment methods that use a variety of criteria-based strategies, including at least: Written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of student's best works.

Section 7000 – Instructional Program

7650 Testing Program (Cf. 8940 *et seq.*)

7650-2

Testing Out

A student who desires to receive credit for a high school course without enrolling in the course may do so by attaining a grade of not less than a C+ for the final exam and/or other comprehensive paper, portfolio, presentation, project, or assessment in the course. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit. Students may not test out of government classes per state policy.

Successfully attained credit under this policy will earn a grade of “pass” and shall not be used in computations of grade point average nor counted toward the total required credits for graduation. Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation.

The high school Principal shall establish rules for implementing this policy in cooperation with the Superintendent, and shall be responsible for ensuring that all high school courses include one or more appropriate comprehensive exam(s) or other assessment.

Approved: October 11, 2010

LEGAL REF: MCL 380.1172; 380.1204a; 380.1278; 380.1279; 380.1279b; 380.1279c; R 340.1101-1107; OAG, 1983-1984, No 6148, p 107 (April 15, 1983)

Section 7000 – Instructional Program

7700 Evaluation of Instructional Program (Cf. 7650)

7700

The evaluation of the curriculum and related services of the District is an on-going process. The Superintendent shall develop guidelines by which the instructional staff will evaluate the instructional program or parts thereof on an annual basis.

Approved: October 11, 2010

LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7770 Teaching about Religion

7770

Teachers may teach about religion, religious literature, and history, but are prohibited from teaching, expounding, criticizing, or ridiculing a particular religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to teach a particular religious doctrine or in any other way except as outlined above.

Approved: October 11, 2010
LEGAL REF: MCL 380.1217

Section 7000 – Instructional Program

7800 School Ceremonies and Observances (Cf. 7770)

7800

Opening Exercises

Classrooms may open the school day with appropriate exercises. Such may include the pledge to the flag, patriotic songs, and reading of excerpts of material, which will implement the development of moral values, patriotism, and high standards of conduct. A student who expresses a religious objection to repeating the pledge to the flag shall not be required to participate. However, such students shall not cause a disturbance or interfere with the participation of others.

Recognition of Religious Beliefs and Customs

Employees of the District shall neither promote nor disparage any religious belief or non-belief. The Board encourages all students and staff members to appreciate and to be tolerant of each other's religious views. The Board shall utilize its authority to foster understanding and mutual respect among students and parent(s)/guardian(s), whether it involves race, culture, economic background, or religious belief. Students and staff members may be excused from participating in practices that are contrary to their religious beliefs unless there are clear issues and overriding concerns that would prevent it.

The Board, through its instructional program, shall attempt to advance all student's knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

Federal Requirements

As required by the No Child Left Behind Act, by October 1 of each year, the Superintendent will certify in writing to the state that students of the District are not prevented by policy or rule from participating in constitutionally protected prayer. The Superintendent will ensure that the staff, parent(s)/guardian(s), and students are made aware of the parameters of acceptable religious speech and actions.

The Superintendent will also distribute guidelines to each school concerning religion in the schools, after the guidelines/regulations have been approved by the Board attorney and reviewed by the Board.

Approved: October 11, 2010

LEGAL REF: MCL 380.1175; 380.1217; *Lee v. Weisman*, 112 S. Ct. 2649 (1992); NCLB

Section 7000 – Instructional Program

7840 Substitute Teaching (Cf. 5685)

7840

The Board encourages the administrative staff to secure qualified substitute teachers for use in the District.

Approved: October 11, 2010

LEGAL REF: OAG, 1985-1986, No 6360, p 283 (May 13, 1986)

Section 7000 – Instructional Program

7880 Flag Displays

7880

Each school building, in accordance with law, shall display the United States flag each day that the building is open for students. The flag shall be flown outside of the building according to accepted display procedures. All classrooms shall display the United States flag in a prominent place. The display of the Michigan flag is optional.

Approved: October 11, 2010
LEGAL REF: MCL 380.1347

Section 7000 – Instructional Program

7900 School Improvement

7900

The Board supports building level school improvement processes and projects for attaining higher educational achievement levels for the District's students.

School Improvement Committees

The Board authorizes the formation of building-level school improvement committees at each school within the District.

Each local school improvement committee shall be comprised of a number of persons as each school improvement committee determines but should include at least one Board member, appointed by the Board, the building administrator, one teacher representative of the recognized bargaining unit, and one member of the school's support staff. The Superintendent shall be an *ex officio* member of each local school improvement committee. A District-wide school improvement project committee shall be comprised of at least one Board member, a District level administrator, a building level administrator, a representative from each recognized bargaining unit, and/or a representative of the non-certified staff.

The purpose of each school improvement committee shall be to establish goals for the school and to oversee the programs and activities leading toward the attainment of those goals. The goals established by the school improvement committee shall be compatible with the District's mission statement and goals established by the Board. The purpose of the District-wide school improvement project committee is to monitor the projects, receive the information about the local school improvement projects and report to the Board what is happening and what are the results.

Data Collection/Assessment

The Superintendent shall oversee the collection of data to be used in an assessment of the status of the District.

Meetings

Each local school improvement committee shall meet at least monthly, transcribe minutes of each meeting, and submit the minutes of each meeting to the Board on a regular basis.

Review

At least twice yearly, each local school improvement committee shall submit to the Board a report detailing the progress toward attainment of its goals.

Section 7000 – Instructional Program

7900 School Improvement

7900-2

Individual local school improvement committees may coordinate programs and projects with other schools in the District, other Districts and the intermediate school District.

Approved: October 11, 2010

LEGAL REF: MCL 380.1204a; 380.1233; 380.1277

Section 7000 – Instructional Program

7910 Site-Based Decision Making

7910

Individuals responsible for the implementation of a program or plan should take an active part, either directly or through appropriate representation, in the planning and decision-making process. Under site-based decision-making, decisions should be made at the level closest to the issue being addressed to the extent feasible.

The Board believes that site-based decision-making shall:

- a. Provide teachers, other staff members, students where appropriate and the community increased opportunity to participate in and contribute to decisions which affect them,
- b. Recognize the expertise and competence of those who work in individual schools to make decisions to improve learning,
- c. Improve staff morale,
- d. Bring the financial and instructional resources in line with the instructional goals implemented in each school,
- e. Provide better services and programs to students, and
- f. Increase both the quality and quantity of communication within a school and with the community.

The Superintendent shall develop for review by the Board a procedure to site-based decision-making. Such procedure shall include a delineation of responsibilities among the central office, Principals, and school improvement teams. The procedure also shall include guidelines for monitoring and assessing the effectiveness of site-based decision-making in meeting the District's curriculum, approved student outcomes and instructional goals and improving student learning.

Each school improvement team shall meet the curricular and instructional needs of students by mobilizing resources at the local level to improve learning. The school improvement team shall be held accountable for the achievement of students attending that site.

All school improvement teams shall function within the parameters of state and federal laws and regulations, Board policies, goals, budgetary restrictions, negotiated contracts, and ethical standards and practices.

Section 7000 – Instructional Program

7910 Site-Based Decision Making

7910-2

School improvement teams may request waivers of Board policies. Waiver requests shall be reviewed by the Board to determine their practicality and efficacy in promoting student achievement.

The establishment of school improvement teams is not intended to eliminate existing Board advisory committees. Every effort shall be made to promote cooperative efforts among all school improvement teams in the District.

The Board shall provide leadership and training to implementing site-based decision-making and the reallocation of necessary resources to meet the additional responsibilities off the school site.

The Board retains the overall responsibility for policy and management of the District.

Approved: October 11, 2010
LEGAL REF: MCL 380.1277