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7050 Curriculum Development (Cf. 5140)

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.

Distance Learning

The administration is encouraged to explore the possibilities of various "distance learning" instructional tools to enhance the curricular offerings of the District including, but not limited to: Teleconferencing, web based instruction, satellite transmissions, and interactive CD-ROM's. Any such distance learning efforts will be appropriately piloted before being incorporated into the curriculum on a regular basis. All distance learning efforts will comply with applicable collective bargaining agreements.

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7050 Curriculum Development (Cf. 5140)

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Personnel (Cf. 2560, 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.

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.

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.

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7050 Curriculum Development (Cf. 5140)

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Pilot Projects

The use of pilot projects is encouraged by the Board before District-wide implementation of any curriculum area is initiated.

All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project, shall be available for inspection by the parent(s)/guardian(s) of the student engaged in such program or project. For the purpose of this policy, research or experimentation program or project means any program or project in any applicable program designed to explore or develop new unproved teaching methods or techniques.

Notwithstanding anything to the contrary, the administration can take whatever measures are required to ensure the integrity and validity of tests given under the pilot program.

Pilot Project Evaluation

Before any pilot project proposal is submitted to the Board for approval, an evaluation format shall be developed and included with the pilot project proposal. (Cf. 8940 *et seq.*)

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.

The Superintendent will ensure that any programs for limited-English proficient (LEP) students have a primary goal of mainstreaming those students into the regular classrooms, and that those programs emphasize English language instruction.

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7050 Curriculum Development (Cf. 5140)

7050-4

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: June 17, 2010

LEGAL REF: 20 USCA 7906 (NCLB); MCL 380.1282

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7050-R Curriculum Development

7050-R

The administration shall have the responsibility to seek out available resources for use by the certified staff in the development of District-wide curriculum.

Personnel (Cf. 2560, 1220)

The Superintendent shall submit to the Board the proper budget requests for payment of fees and honorariums for the use of resource personnel at a reasonable time before the services of such personnel are utilized by the District.

Research

The Superintendent may budget for educational research and evaluation programs, accelerate implementation of such programs, encourage evaluation of technological advances in education, support the use of tools or techniques to enhance the teacher's effectiveness or productivity, and develop a reasonably detailed budgeting system that includes periodic reviews designed to assist the Board in policy planning and general oversight of the operation of the curriculum in the District.

Pilot Projects

The Superintendent is encouraged to investigate the availability of outside funds to be used in financing any pilot project in the District.

Where feasible, and prior to the full-scale adoption of such programs, innovative instructional programs may undergo pilot testing so that it may be understood how they may function fully. Programs approved for pilot testing by the Board may:

1. Be planned to extend over a specific period of time, after which the extension or continuation of the program shall take positive Board action;
2. Include a detailed description of the evaluative procedures to be used in order to determine the effectiveness and/or success of the program;
3. Provide for an updating procedure to keep the Board informed of its progress; and
4. Provide for a plan of public information in order that the public may be aware of the program, its purpose, and its progress.

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7050-R Curriculum Development

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Pilot Project Evaluation

The administration will develop evaluation instruments to be used in any pilot project. Such instruments may include, but shall not be limited to, the following areas: type and form of data to be gathered; personnel to be used in the project; anticipated costs of the project; anticipated input in terms of hardware and software; anticipated outcomes in terms of student productivity, student achievement, teacher utilization and productivity, building use, non-certified staff use; and standard tests to be administered, if any.

Curriculum Adoption

The administration shall submit plans for changes in the curriculum, to an appropriate Board committee for study, and any recommendations of said committee shall be presented to the Board for action.

The District shall provide eligible students the option of participating in on-line or blended learning courses. The purpose of the program is to make instruction available to eligible students using on-line and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program.

A. **Definitions**

1. **On-Line Learning** - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
2. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the classroom, with a teacher, and in part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.

B. **Program Eligibility**

The District shall offer a program for students in grades 9-12

The District may offer a full time or part time program for grade 9-12 students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

C. Student Eligibility

1. Students eligible for the District on-line/blended learning program must meet at least one of the following conditions:
 - a. The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.
 - b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.
2. Only students enrolled in grades 5 to 12 are eligible to enroll in an On-Line Learning course. Students in grades K-4 are only eligible to participate in Blended Learning Courses.

D. Course Availability and Access

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one of the following:

- () On-line Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.
 - (x) Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
 - (x) Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
2. The District shall enroll an eligible student in up to 2 on-line courses as requested by the student during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of 18.
 3. The District will provide two or fewer courses per semester in Grades K-4 and one or more courses per semester in Grades 5-12. If students are taking more than two courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.
 4. An eligible student may enroll in an on-line course published in the District on-line course syllabus, as described in section 8 below, or the statewide catalog of on-line courses maintained by the Michigan virtual university.
 5. The District may deny a student enrollment in an on-line course if any of the following apply, as determined by the District:
 - a. The student has previously gained the credits provided from the completion of the on-line course.
 - b. The on-line course is not capable of generating academic credit.

- c. The on-line course is inconsistent with the remaining graduation requirements or career interests of the student.
- d. The student does not possess the prerequisite knowledge and skills to be successful in the on-line course or has demonstrated failure in previous on-line coursework in the same subject.
- e. The on-line course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.
- f. If a student is denied enrollment in an on-line course by the District, the student may appeal the denial by submitting a letter to the Curriculum Office. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The Curriculum Office shall respond to the appeal within 5 days after it is received. If the Curriculum Office determines that the denial of enrollment does not meet 1 or more of the reasons specified in subsection 4(E)i.-vi., the District shall allow the student to enroll in the on-line course.

- 6. An on-line learning student shall have the same rights and access to technology in his or her District's school facilities as all other students enrolled in that District.

7. If a student successfully completes an on-line course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the on-line course title as it appears in the on-line course syllabus.
8. The enrollment of a student in 1 or more on-line courses shall not result in a student being counted as more than 1.0 full-time equivalent students under this act.

E. Nonresident Applicants

1. The District shall determine whether or not it has capacity to accept applications for enrollment from nonresident applicants in on-line courses and may use that limit as the reason for refusal to enroll an applicant.
2. If the number of nonresident applicants eligible for acceptance in an on-line course does not exceed the capacity of the District to provide the on-line course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.
3. If the number of nonresident applicants exceeds the District's capacity to provide the on-line course, the District shall use a random draw system.

F. Requirements Specific to On-Line Learning Courses

To offer an on-line course, the District must:

1. Provide the Michigan virtual university with the course syllabus in a form and method prescribed by the Michigan virtual university for inclusion in a statewide on-line course catalog.
2. Provide on its publicly accessible website a link to the course syllabi for all of the on-line courses offered by the District, as described in section 8, and a link to the statewide catalog of on-line courses maintained by the Michigan virtual university.
3. Offer the on-line course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

H. On-line Course Syllabus

The District must publish an on-line course syllabus for each on-line course offered.

The on-line course syllabus must include:

1. State academic standards addressed in an on-line course.
2. On-line course content outline.
3. On-line course required assessments.
4. On-line course prerequisites.
5. Expectations for actual teacher contact time with the on-line learning student and other student-to-teacher communications.
6. Academic support available to the on-line learning student.
7. On-line course learning outcomes and objectives.
8. Name of the institution or organization providing the on-line instructor.

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7051 On-Line/Blended Learning Program

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9. Number of eligible nonresident students that will be accepted by the District in the on-line course.

10. Results of the on-line course quality review using the guidelines and model review process published by the Michigan virtual university.

Approved: July 22, 2014
LEGAL REF: M.C.L. 388.1621f, 388.1622f
 Michigan Department of Education Guidance on Best Practices as
 Defined in M.C.L 388.1622f

Section 7000 – Instructional Program

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.

The Superintendent shall:

- (a) Develop a process to include a multicultural perspective into standard curriculum development for all subject areas;
- (b) Develop procedures and guidelines for textbook selection that include multicultural evaluation criteria;
- (c) Whenever possible, develop supplementary and/or text material when commercially available material fails to meet District guidelines for comprehensive and accurate instructional material;
- (d) Provide training and in-service to expand the knowledge and background of administrative and teaching staff in the use of materials which contain a multicultural perspective;
- (e) Determine the impact of curricular materials with a multicultural perspective on student knowledge, appreciation, and respect for their own and others' cultures; and
- (f) Provide administrative guidelines to direct the development of a multicultural perspective, monitor student and staff involvement in the process, and assess the results in terms of in-service and materials developed and selected.

Approved: June 17, 2010

The Board shall provide a comprehensive health education program that addresses the essential knowledge and skills that helps students to become “health literate,” making the healthiest choices available, and avoiding those behaviors that can cause damage to their health and well-being.

The Board shall comply with current state law in implementing comprehensive health education programs. In doing so, the Board shall adopt, implement, and evaluate a research-based, theory-driven comprehensive education program.

The District’s comprehensive health education program shall strive to:

- provide at least fifty (50) hours of health education instruction at every grade, Pre-kindergarten through Grade 12, to give all students sufficient time to learn health skills and habits for a lifetime;
- help students master the Michigan Health Education Content Standards and Benchmarks;
- focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations;
- use active, participatory instructional strategies to engage all students;
- address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors;
- emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living;
- focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, emphasizing their short-term and long-term consequences;

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7055 Comprehensive School Health Education

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- build functional knowledge and skills, from year to year, that are developmentally appropriate; and
- include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

Assessment

Student work in health education courses shall be regularly assessed and graded using performance-based items that are aligned with the health education content standards. Course grades shall be determined in the same manner as other subject areas, and shall be included in calculations of grade point average, class rank, and academic recognition programs.

Collaborative Approach

Collaborative and integrative approaches shall be used in the teaching of health education. The health education program is one component of a coordinated school health program and shall be coordinated with other school health initiatives.

Health topics shall be integrated into the instruction of other subjects with the assistance of school health education professionals, in order to complement the health education program.

The District will collaborate with community organizations to provide student learning opportunities in both the classroom and the community. Participation in community opportunities for service learning related to health and utilization of community resources as a part of classroom instruction shall be in accordance with policies of the Board and relevant to course objectives.

The District shall partner with parents/guardians and families, who are recognized as the first and primary health educators of their children, in order to provide consistent messages regarding health behavior. Health education programs shall be consistent with school and community standards that support positive parent/child communications and guidance.

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7055 Comprehensive School Health Education

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Implementation

The Board shall employ highly qualified teachers of health education. Such teachers shall possess the necessary qualifications, skills, and training essential to perform their duties well, and shall serve as positive role models by demonstrating healthy behaviors.

Teachers shall have received quality professional development in health education through their pre-service preparation or through in-service training.

In order to teach health in secondary health courses, a teacher must have an endorsement in health or family and consumer sciences on their secondary level teaching certificate.

The Board supports ongoing professional development activities specifically related to health education, including practice using strategies designed to positively influence students' health behaviors and attitudes.

The Board shall evaluate its policies and implementation of District efforts that promote health literacy and healthy behaviors among all students. The District shall utilize available funds effectively in providing health education services and shall work with local partners in pursuit of additional resources to provide comprehensive school health education programming, professional development, and classroom materials.

Approved: July 22, 2014

LEGAL REF: Michigan State Board of Education Policy on Comprehensive School Health Education

Section 7000 – Instructional Program

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 and the Michigan Curriculum Framework and Grade Level Content Expectations/High School Content Expectations.

Approved: June 17, 2010
LEGAL REF: MCL 380.1282

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7060-R Curriculum Guides and Course Outlines

7060-R

Curriculum guides and course outlines shall be based on the following criteria:

1. A challenging academic program shall be provided for all students,
2. Courses of study shall be articulated from kindergarten through twelfth grade,
3. Minimum objectives shall be identified for each course and subject, and at the elementary level shall be identified by grade level,
4. Enrichment and supplemental objectives appropriate for all students shall be identified for each course and subject, and
5. Procedures and materials for evaluating the attainment of learning objectives shall be provided.
6. Support the Michigan Curriculum Framework and Grade Level Content Expectations (GLCE's)/High School Content Expectations (HSCE's).

The administration shall monitor the use and effectiveness of the District's curriculum and recommend to the Board necessary revisions and modifications.

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7110 Core Curriculum

7110

The Board shall establish and periodically reconsider the core curriculum for the District. Any new 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.

Elementary Program

The District's elementary grades are established as grades K - grade 5.

Core Curriculum

The core curriculum in the District's elementary school(s) or magnet school(s) is comprised of the following subject areas: Math, Reading, Social Studies and Science.

Supplemental Curriculum

The Board shall supplement the elementary core curriculum by providing instruction in the following areas as the financial resources of the District permit: Art, Music, and Physical Education.

Evaluation

The Superintendent shall develop an evaluation process to ensure that the measurable performance objectives are achieved by the District's students based on the Michigan Curriculum Framework and Grade Level Content Expectations.

Middle/Junior High School

The District's middle/junior high school grades are established as grades 6 through 8.

Core Curriculum

The core curriculum in the District's middle/junior high school and/or magnet school(s) is comprised of the following subject areas: English, Math, Social Studies, and Science.

Section 7000 – Instructional Program

7110 Core Curriculum

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Supplemental Curriculum

The Board shall supplement the middle/junior high school core curriculum by providing instruction in the following areas as the financial resources of the District permit: Fine Arts, Foreign Language, and Technology.

Evaluation

The Superintendent shall develop an evaluation process to ensure that the measurable performance objectives are achieved by the District's students based on the Michigan Curriculum Framework and Grade Level Content Expectations.

Senior High School

The District's senior high school(s) grades are established as grades 9 through 12.

Core Curriculum

The core curriculum in the District's senior high school(s), alternative school(s), and/or magnet school(s) is comprised of the following subject areas: English, Math, Social Studies, and Science.

Supplemental Curriculum

The Board shall supplement the high school core curriculum by providing instruction in the following areas as the financial resources of the District permit: (See the senior high school course catalog for supplemental curriculum courses.)

Evaluation

The Superintendent shall develop an evaluation process to ensure that the measurable performance objectives are achieved by the District's students based on the Michigan Curriculum Framework and the High School Content Expectations.

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.

Section 7000 – Instructional Program

7110 Core Curriculum

7110-3

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 place 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.

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.

Section 7000 – Instructional Program

7110 Core Curriculum

7110-4

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 particular building's student fund or transferred as directed by the building Principal.

Approved: June 17, 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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7110-R Core Curriculum

7110-R

Work-Study Programs

Participation by students in a work-study program will be handled by the administration on an individual basis.

Co-curricular and Extracurricular Activities

The Principal shall coordinate the extracurricular program or designate a staff member to assume this responsibility.

All new extracurricular activities shall be approved by the building Principal and recommended to the Superintendent for his/her approval. All recommendations to the Superintendent shall include a statement of purpose of the activity, potential membership to be served, and potential financial obligations, which the Board might have to assume from general school funds.

A faculty sponsor shall be appointed for each activity within the provisions of the master agreement.

Membership and participation in all activities shall be voluntary and limited to students enrolled in the schools. Students shall have the right to participate in all extracurricular activities without discrimination.

Activities sponsored by outside agents shall be carefully reviewed and approved by the Superintendent for participation if they are co-sponsored by the school. Secondary Principals must be certain that such outside-sponsored activities do not conflict with standards and criteria established by the National Association of Secondary School Principals.

Every effort should be made to keep extracurricular activities from unduly interfering with the regularly scheduled school day and to provide a balanced program of appropriate academic studies and activities for each student.

The administration shall develop rules and regulations covering extracurricular activities in individual buildings. Such rules shall list responsibilities of students and advisors or chaperones.

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7110-R Core Curriculum

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All activities sponsored by school groups must be adequately supervised and all Board policies and administrative regulations regarding student and teacher conduct, use of facilities, use of transportation, and all other applicable policies and regulations shall be followed.

Homebound Instruction

Parent(s)/Guardian(s) shall request homebound instruction from the Superintendent or designee. An application form will be forwarded to the family physician for his/her recommendation and signature.

The application is then returned to the Superintendent and the Superintendent obtains a teacher for the student.

The Superintendent then notifies the Principal of the building in regard to the status of the student and supplies him/her with the name of the homebound teacher.

The Principal then notifies the student's teacher and supplies the teacher with the student's status and the name of the homebound teacher.

The re-entering of the student to regular classes discontinues the homebound instruction.

Section 7000 – Instructional Program

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/guardians, educators, pupils, clergy, and community health professionals.) One half of the members shall be parents/guardians who have at least one child attending a school operated by the District, and a majority of those parent/guardian 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/guardian.

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.

Section 7000 – Instructional Program

7115 Sex Education

7115-2

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 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: June 17, 2010

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.)

Section 7000 – Instructional Program

7115-R Sex Education

7115-R

The Sex Education Advisory Board shall establish program goals and objectives and ensure that materials and instruction in sex education emphasize abstinence and are age-appropriate and medically accurate, and that the curriculum:

- A. Discusses the benefits of abstaining from sex until marriage and the benefits of ceasing sexual activity if the pupil is currently sexually active,
- B. Includes a discussion of the possible emotional, economic, and legal consequences of sex,
- C. Stresses that unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not preventable fully except by abstinence,
- D. Advises pupils of the laws pertaining to their responsibility as parents/guardians to children born in and out of wedlock,
- E. Ensures that pupils are not taught in a way that condones the violation of the laws of this state pertaining to sexual activity,
- F. Teaches pupils how to say “no” to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually,
- G. Teaches refusal skills and encourages pupils to resist pressure to engage in risky behavior,
- H. Teaches that the pupil has the power to control personal behavior. Pupils shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and other ethical considerations such as respect for self and others,
- I. Provides instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment,
- J. Provides information for pupils about how young parents can learn more about adoption services and about the provisions of the safe delivery of newborns law, and

Section 7000 – Instructional Program

7115-R Sex Education

7115-R-2

- K. Includes information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment and that one of the other results of being convicted of this crime is to be listed on the sex offender registry on the Internet for up to 25 years.

Parent/Guardian Notification

The District will provide appropriate written notification of the sex education class to be provided to their child. This notification will inform the parent/guardian of the written notification they should submit to the building Principal if they wish to direct that their child not be enrolled in a sex education class.

Complaint Process

Pursuant to MCL 388.1766a, a parent or guardian of a pupil who believes that the District has violated specific laws that govern HIV or sex education (380.1169; 380.1506; 380.1507; 388.1766a) may file a written complaint with the Superintendent or chief administrator of the District. The written complaint must set forth specifically the nature of the alleged violation and the facts upon which the complaint is based. The Superintendent must investigate and provide, within 30 days of the complaint, a written report of her/his findings to the complainant. If violations are discovered the written report shall describe each violation and set forth the corrective action that will be taken to ensure that there are no further violations. A complainant who believes, based upon the report, that the District still does not comply with the law may appeal the findings to the Intermediate School District. If the complainant believes, based upon the Intermediate School District report, that the local school District still does not comply with the law, they may appeal the findings of the Intermediate School District to the State Superintendent for Public Instruction. (See 388.1766a.)

Section 7000 – Instructional Program

7115-R Sex Education

7115-R-3

District Sex Education Advisory Board

Supervisor: _____
 §380.1506 (Can also be a committee member)

Date Last Revised: _____

Name	Parents (>50%)		Students	Community Health Professionals	Educators		Clergy	Board of Education (optional)	Others
	Not School Staff	School Staff			Admin	Teaching Staff			
1. Co-chair (parent)									
2. Co-chair ()									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

§380.1507(5) . . . A school district shall not offer this instruction unless a sex education advisory board is established by the board of the school district. The board of a school district shall determine terms of service for the sex education advisory board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the school district population, and shall appoint 2 co-chairs for the advisory board, at least 1 of whom is a parent of a child attending a school operated by the school district. At least 1/2 of the members of the sex education advisory board shall be parents who have a child attending a school operated by the school district, and a majority of these parent members shall be individuals who are not employed by a school district. The board of a school district shall include pupils of the school district, educators, local clergy, and community health professionals on the sex education advisory board. (Form contributed by Michigan Department of Education and Ms Marty Doring, Coordinator, Health, Safety & Drug Education, Bay Arenac ISD.)

Last Revised January 3, 2005

**Westwood Community School District
Notification to Parent/Guardian**

The Westwood Community School District Board of Education has approved two separate curriculums for elementary student education in compliance with current State Laws. The first curriculum is a supplement, **HIV/AIDS Education**, from the “Michigan Model” designed by the Michigan Department of Education. The purpose of this health segment is to educate 5th and 6th grade students on the dangers of serious and preventable communicable disease, such as HIV/AIDS and other blood borne pathogens that can cause illness. The second curriculum is titled “**Puberty the Wonder Years**” and it is designed for grades 4, 5 and 6 with three different age appropriate levels of instruction.

Attached is a brief outline of the contents of the above programs. Emphasis is placed on refusal skills, self-esteem, and how to find appropriate help. Since family is an important part of every child’s support system, some assignments may ask for your participation. The goal is to keep students safe and healthy while increasing their knowledge of reproductive health and the unintended consequences of premature sexual activity.

In accordance with Michigan Law, you have the right to review the education materials. A copy of both curriculums may be viewed at the Westwood Administrative Center located at 3335 South Beech Daly. You have the right to observe instruction in your child’s classroom as well. If you wish to do this, you must make special arrangements through the principal of your child’s school. You may also contact the principal for any additional questions regarding the curriculum.

Michigan law allows you to excuse your child without penalty from participation in the classes that include HIV and other serious communicable disease prevention instruction, as well as sex education. If you choose to exclude your child from this instruction, you must send written notice to the principal of your child’s school before _____.

Sincerely,

**Westwood Community School District
Notification to Parent/Guardian**

The Westwood Community School District Board of Education has approved the curriculum **Healthy Sexuality 3rd Edition** for 7th and 8th grade student education in compliance with current State Laws. The goals of this abstinence-based curriculum for middle school students are: to provide life-saving information on sexually transmitted diseases; to teach students how to resist social pressures; to teach students how to identify support systems; and to empower students to take personal responsibility for their sexuality.

Attached is a brief outline of the contents of each lesson. Emphasis is placed on refusal skills, self-esteem, and how to find appropriate help. Since family is an important part of every child's support system, some assignments may ask for your participation. The goal is to keep students safe and healthy while increasing their knowledge of reproductive health and the unintended consequences of premature sexual activity.

In accordance with Michigan Law, you have the right to review the education materials. A copy of this curriculum may be viewed at the Westwood Administrative Center located at 3335 South Beech Daly. You have the right to observe instruction in your child's classroom as well. If you wish to do this, you must make special arrangements through the principal of your child's school. You may also contact the principal for any additional questions regarding the curriculum.

Michigan law allows you to excuse your child without penalty from participation in the classes that include HIV and other serious communicable disease prevention instruction, as well as sex education. If you choose to exclude your child from this instruction, you must send written notice to the principal of your child's school before _____.

Sincerely,

Section 7000 – Instructional Program

7120 Curriculum Alignment

7120

The Board recognizes the need to have its approved curriculum aligned with all State and Federal guidelines (i.e., Education Yes, No Child Left Behind, Michigan Curriculum Framework, Grade Level Content Expectations, Michigan High School curriculum guidelines).

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

Approved: June 17, 2010

Section 7000 – Instructional Program

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.

Goals and Objectives

The Board shall combine academic study with the stimulation and challenges necessary to engage the minds of all students and with the variation of pace, topic, and activity important to sustaining their interest.

The major goals of the District's dropout prevention program shall be to:

1. Identify individual needs at the earliest stage and provide instruction designed to improve and expand basic reading, writing, and speaking skills so that every student is capable of keeping up with his/her classmates throughout his/her school career,
2. Develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure so prevalent in the dropout scenario,
3. Offer a teaching and counseling curriculum designed to provide students graduating from high school with valuable skills, career direction, and the possibility of future employment,
4. Encourage high risk students to participate in school activities in order to combat the school isolation common to dropouts, and

Section 7000 – Instructional Program

7140 Dropout Prevention Program

7140-2

5. Communicate with parent(s)/guardian(s) and students regarding the value of education in their lives.

The Superintendent shall incorporate the philosophy and goals of this policy into the school setting.

Approved: June 17, 2010
LEGAL REF: MCL 380.1204a

Section 7000 – Instructional Program

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: June 17, 2010

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

Section 7000 – Instructional Program

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: June 17, 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

Section 7000 – Instructional Program

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, are pregnant minors, are behavioral problem students, or are under achievers academically.

Program planning should examine, but is not limited to, the following: classroom learning experiences; primary prevention programs; staff development requirements, 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: June 17, 2010
LEGAL REF: MCL 388.1631a

Section 7000 – Instructional Program

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: June 17, 2010

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

Section 7000 – Instructional Program

7170-R Federal Program Administration

7170-R

In order to meet the federal guidelines established for Title I programs fully, the administration shall: Provide timely notification to parent(s)/guardian(s) about their child's Title I selection, instructional objectives, progress reports, achievement levels on state academic assessments as soon as possible after the test is taken; establish dates and sites for parent/guardian-teacher conferences; help promote parent(s)/guardian(s) participation in school activities; consult with parent(s)/guardian(s) about how the District can work with parent(s)/guardian(s) to achieve Title I program objectives; and solicit parent(s)/guardian(s) suggestions in the planning, development, and operation of the program.

Each school served by a Title I program shall schedule an annual meeting at a convenient time to provide parent(s)/guardian(s) of Title I students an opportunity to participate in the design and implementation of the Title I program and to provide information concerning the right of parent(s)/guardian(s) to be involved. All parent(s)/guardian(s) of Title I students shall be invited to this meeting.

Section 7000 – Instructional Program

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**

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

Section 7000 – Instructional Program

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

7175-2

B. Effective Communication

1. Providing information to families to support the proper health, safety, and well-being of their children;
2. Providing information to families about school policies, procedures, programs, and activities; ^{2,3,4}
3. Promoting regular and open communication between school personnel and students' family members; ^{1,4}
4. Communicating with families in a format and language that is understandable, to the extent practicable; ^{2,3}
5. Providing information and involving families in monitoring student progress; ³
6. Providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; ^{2,3,4}
7. Preparing families to be involved in meaningful discussions and meetings with school staff. ^{2,3,4}

C. Volunteer Opportunities

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

Section 7000 – Instructional Program

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

7175-3

D. Learning at Home

1. Offering training and resources to help families learn strategies and skills to support at-home learning and success in school; 1,2,3,4
2. Working with families to establish learning goals and help their children accomplish these goals; ¹
3. 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

1. Involving families as partners in the process of school review and continuous improvement planning; ^{3,4}
2. 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

1. Building constructive partnerships and connecting families with community-based programs and other community resources; ^{2,3,4}
2. 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}

Section 7000 – Instructional Program

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

7175-4

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.

Section 7000 – Instructional Program

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

7175-5

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

Approved: September 19, 2013

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

Section 7000 – Instructional Program

7200 Partnerships (Cf. 9720)

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. Partnership agreements should ensure an awareness of the use of technology in the workplace.

Approved: June 17, 2010

Section 7000 – Instructional Program

7200-R Partnerships

7200-R

For each partnership created within the District, a joint steering committee will be formed composed of at least the building Principal or a District level administrator and a line officer of the business or an appropriate administrator of the educational institution. The steering committee will have additional members representing staffs of both the school and the partner. Responsibilities of the steering committee will be to determine appropriate goals and objectives, schedule-meeting times, decide appropriate activities and identify available resources to help meet the goals and objectives.

There will be an annual review of the partnership's goals and objectives by the steering committee. An annual report of this review will be made by the committee to the Board.

Initial partnerships will be created for one year. After the initial year, a partnership may continue as long as there is mutual benefit to those involved and as long as the annual report of the joint steering committee recommends its continuance.

Section 7000 – Instructional Program

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 and the Western Wayne Athletic Conference.

Approved: June 17, 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

Section 7000 – Instructional Program

7210-R Interscholastic Athletics

7210-R

The Board, with support from its administrative staff, recognizes that competing in athletics is not a right but a privilege, and expects athletes to assume their responsibilities in adhering to the Interscholastic Athletics policy, 7210, as recommended by the athletic council through the Superintendent and approved by the Board. Policy 7210 and these rules shall be published in the student handbook. Students who are members of athletic teams represent themselves, their school community, parent(s)/guardian(s) and team. Conduct at all times, both on and off the athletic field, will be of the highest standard. The Board supports a student-athlete code of conduct.

The Board supports a code of conduct for coaches and that their ability as coaches should be measured by not only games won and lost, but also their effect upon the development of the character of the athlete and attitude toward the school, the team and teammates.

League Membership

Membership of the District in an interscholastic athletic conference or league shall be subject to Board approval upon recommendation of the Superintendent and the athletic staff. The Board shall review the constitution and bylaws of such organization and its rules and regulations before giving its approval. The designated voting delegate to the conference governing body is a representative of the District. Therefore, before voting on changes in bylaws, rules or regulations that will affect in any way the District or the school's athletic teams, said representative shall advise the Board of the proposed change and follow its direction in voting if such direction is given.

Likewise, the District or its schools are eligible to vote on changes in the Michigan High School Athletic Association's Constitution, bylaws, or rules and for membership to the Association Athletic Council or the Western Wayne Athletic Conference. The Principal, through the Superintendent, shall bring such matters to the attention of the Board prior to casting a vote in order to ascertain how the Board feels on the matter to be voted upon and to receive direction if such is the desire of the Board.

Section 7000 – Instructional Program

7210-R Interscholastic Athletics

7210-R-2

The Principal, through the Superintendent, shall make recommendations as to the action to take and provide the Board with background information and rationale for the recommendations.

Coaches

It shall be the District's practice to employ qualified coaches and, to the extent possible, secure them from the school's teaching faculty. If it is necessary to secure persons from outside the staff, the Superintendent shall recommend only those persons who are qualified to coach the sport, work with young people, and who have knowledge of first aid and the physical needs and limitations of students who are participating in the sport. In-service training shall be provided to acquaint the outside coach with the school system, Board and administrative policies and rules governing interscholastic athletics and basic instruction in first aid. The Superintendent is delegated the authority to appoint teaching staff members or outside coaching personnel to coaching staff positions and shall so inform the Board. If outside coaching personnel are employed, the Superintendent shall inform the Board, in advance, of that necessity and his/her reasons therefore.

Budgets

Budgets for athletics shall be presented to and approved by the Superintendent, who shall in turn inform the Board. If the budget requires additional expenditures, other than coach's salaries, from the Board's general fund, it shall require Board approval.

Physicals

No student may practice for any athletic team until he/she has been examined and approved by a medical doctor for competition and until written consent to participate in the specific sport has been obtained from the parent(s)/guardian(s). Parent(s)/Guardian(s) consent will not be necessary for students who have reached their 18th birthday. Athletic participation is voluntary and the student participates with the knowledge of his or her parents/guardians and at his or her own risk.

Section 7000 – Instructional Program

7210-R Interscholastic Athletics

7210-R-3

Students shall also comply with the District's requirement relative to insurance before participating. A student who is under a doctor's care for illness or injury shall not be allowed to participate in an athletic practice or contest until he/she has written permission from the physician to do so.

Membership in Michigan High School Athletic Association

The Board shall annually enroll the District's high school as a member of the Michigan High School Athletic Association and participate in the approved inter-school athletics activities sponsored by said association. The Superintendent shall be responsible to supervise and control said activities. It is further the intent of the Board to accept the constitution and bylaws of said association and adopt as its own the rules and regulations of the association as minimum standards.

Student-Athlete Code of Conduct

A primary belief held by the Westwood Community School District, the Michigan High School Athletic Association and the Western Wayne Athletic Conference is that all student-athletes should conduct themselves as responsible, self-controlled, fair-minded participants whose behavior does not threaten, interfere with, or detract from the wholesomeness of the interscholastic sports program.

The purpose of the code is (1) to outline uniform expectations of behavior and deportment; (2) to promote sportsmanship and fair play; (3) to help participants progress from the need for external control to self-discipline; and (4) to serve as a guide to acceptable standards of behavior.

Participant Responsibilities

A participant in the athletic program is expected to fulfill the following responsibilities:

1. Commitment and Dedication

- A. Report to all scheduled practices, meetings, and games. Be prompt and dependable.

Section 7000 – Instructional Program

7210-R Interscholastic Athletics

7210-R-4

- B. Give the best effort, both in practice and in the game. Work on weaknesses during the off-season.
 - C. Excel in the classroom.
 - D. Refrain from activities, bad habits, and substances, which might impair performance.
 - E. Don't try out for a team and later quit. Never say, "I can't". Always say, "I will".
 - F. Do not interact with spectators. Keep your mind on the game.
2. Behavior and Deportment
- A. Do not violate school rules and regulations.
 - B. Do not disrupt practice or games with temper tantrums.
 - C. Maintain cleanliness in the locker room.
 - D. Take care of uniforms, equipment, and supplies Avoid locker room "horseplay."
 - E. Use only courteous language. Do not use profane, discourteous or vulgar language.
 - F. Comply with the bus driver's requests when traveling. Maintain the highest behavioral standards at all times.
3. Respect for Officials
- A. Refer to the official as "Sir" or "Ma'am" "Mr." or "Ms." Referee".
 - B. Do not openly disagree with the official's call.
 - C. Avoid actions that show disrespect or contempt.
 - D. Acknowledge and accept the authority of the official
4. Respect for Coaches
- A. Refer to him/her as "Coach (last name)".

Section 7000 – Instructional Program

7210-R Interscholastic Athletics

7210-R-5

- B. Do not openly disagree with the coach's decisions. Avoid actions that show disrespect or contempt. Pay attention when the coach instructs you.
 - C. Accept the coach's constructive criticism. He/She wants you to improve.
 - D. Show loyalty to the coach.
5. Respect for Teammates
- A. "Initiation" of underclassmen is forbidden. Hazing is forbidden.
 - B. Refrain from name calling, harassment, belittling, or engaging in deliberate attempts to embarrass or harm a teammate.
 - C. Encourage your teammates.
 - D. Show concern for your teammates.
6. Sportsmanship
- A. Do not cheat or purposely violate the rules of the game.
 - B. Do not "showboat" or "grandstand" in an attempt to embarrass an opponent. Do not taunt the opponents in an attempt to intimidate him/her.
 - C. Avoid confrontations with opposing coaches or players. If an opponent becomes hostile, simply walk away.
 - D. Win, lose, or draw, shake hands with an opponent and congratulate his/her performance.
 - E. Do not cheer or celebrate if an opponent is injured.
 - F. Do not kick chairs, throw helmets, or engage in other acts of frustration when the game is going badly.

Section 7000 – Instructional Program

7215 Use of Performance Enhancing Drugs and Student Athletic Eligibility 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. 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 Superintendent shall submit the rules/regulations to the Board annually for their information and review. The rules/regulations and this policy shall be published and distributed to all who seek to, or who actively do, participate in interscholastic athletics.

Approved: June 17, 2010
LEGAL REF: MCL 380.1318

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.

Section 7000 – Instructional Program

7215-R Use of Performance Enhancing Drugs and Student Athletic Eligibility 7215-R

In addition to District policy, the following athletic department disciplinary procedures will apply for the following violations:

- Possession or use of illegal substances including alcohol and drugs including any performance enhancing supplements as listed in the handbook under Banned Substances:

First Offense

- Suspension from all athletic contests (games), scrimmages, for a minimum of two weeks (14 days).
- Meeting with student-athlete's counselor for assessment and possible referral. If the offense occurs within the last two weeks of the season, the balance of the suspension will be served in the next regular season, beginning with the first contest.

Second Offense

- Dismissal from the team for the remainder of the season.
 - The athletic department and school administration will review continuation in athletics.
 - Reinstatement is subject to these findings. Penalty may include forfeiture of all remaining eligibility.
- Sale or distribution of any substance for illicit purposes:

First Offense

- Dismissal from the team for the remainder of the season.
- The athletic department and school administration will review continuation in athletics.
- Reinstatement is subject to these findings. Penalty may include forfeiture of all remaining eligibility.

Section 7000 – Instructional Program

7250 Adult/Community Education Program (Cf. 7150)

7250

The Board shall offer a program that meets the intellectual and social, vocational and recreational interests of adults to the extent that there is interest in the community.

The adult program is intended to be self-supporting through tuition fees and/or state and federal reimbursement. No fees shall be charged to District residents for approved high school completion programs when students enrolled in such programs are counted in the official membership count for state aid purposes.

Approved: June 17, 2010

LEGAL REF: R 340.6-7; OAG, 1979-1980, No 5656, p 628 (February 19, 1980); OAG, 1983-1984, No 6147, p 104 (April 13, 1983)

Section 7000 – Instructional Program

7250-R Adult/Community Education Program

7250-R

Any person residing in the District who is 18 years of age or older and who is not attending day school may enroll in the adult education evening classes. If said person attended day school the previous year, written permission to enroll in adult education evening classes must be obtained from the high school Principal. Non-residents may be enrolled in adult education classes but may be required to pay non-resident tuition for credit classes and slightly higher fees for non-credit classes.

Persons who are under 18 years of age may be accepted in the adult education program upon receiving written permission of the high school Principal.

No one changing from the day school program to the adult education program may graduate ahead of his/her day school class.

Any senior student who is enrolled in full daytime classes may enroll in the adult education program and may graduate with his/her regular day school class with the approval of the high school Principal.

Section 7000 – Instructional Program

7350 Instructional Resources

7350

Instructional Services

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

Teacher Aides

The Board recommends the use of teacher aides where practicable.

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

Section 7000 – Instructional Program

7350 Instructional Resources

7350-2

- 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.

Deposit on Textbooks

The Board annually shall determine a refundable deposit fee for the use of the District's textbooks and establish a procedure for the free use of textbooks.

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: June 17, 2010
LEGAL REF: MCL 380.1421-1422

Section 7000 – Instructional Program

7350-R Instructional Resources

7350-R

Classroom Materials

Each building Principal will submit an instructional materials budget to the Superintendent each year at a time designated by the Superintendent. The instructional materials budget shall be compiled by the Principal from requests submitted by each teacher.

Teachers' Aides

The Board endorses the use of paid adult teacher aides, as resources allow, assisting teachers in working with students. Aides may be employed by the Board with general funds or by means of federal or state funds. Their positions may be dual assignments (i.e. Title I, recess, and library) with salaries provided by appropriate funding. They must have attained highly qualified status.

Selection

All aides are to be screened by the Superintendent and/or building Principal. Criteria for selection should include:

1. An interest in and a liking for children,
2. Ability to work with teachers and administrators,
3. Willingness to carry out school policies,
4. A professional attitude toward the District and its students,
5. Ability to work with small groups and in one-to-one instruction under direction of a teacher,
6. Desire to work with all students regardless of race or socio-economic background,
7. Emotional stability to withstand the daily challenges of group interaction, and
8. An Associate's degree.

Duties

Aides may perform non-instructional duties such as:

1. Maintenance and disciplinary activities in lunchroom and on playgrounds and in other school settings, and

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7350-R Instructional Resources

7350-R-2

2. Traffic control to protect students crossing streets on the way to and from school.

They may also assist in instruction related activities such as:

- a. Complementing instruction (i.e., assisting the teacher during the lesson by helping students who may be having difficulty in understanding or in keeping up with the class,
- b. Supplementing instruction (i.e., assisting the teacher by working with individuals or small groups of students on follow-up activities specified by the teacher), and
- c. Reinforcing instruction (i.e., assisting the teacher by administering, under supervision and direction, remedial or drill activities for individuals or small groups).

Supervision

Paid teacher aides engaged in non-instructional duties shall be under the direction and supervision of the building Principal.

Paid teacher aides engaged in instruction related duties shall be under the direction of a certified teacher and supervised by the building Principal.

Textbook Selection and Adoption

Selection of textbooks for use in the District shall be a cooperative effort of the teacher(s) who will use the textbook and the curriculum committee.

The procedure outlined below will be followed for District-wide use in implementing the Board's policy on the selection of textbooks and supplementary instructional materials, hereinafter referred to simply as "textbooks." The procedure carries out the Board's intention that the textbook selection process guarantees involvement of District staff.

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7350-R Instructional Resources

7350-R-3

The selection procedure for each subject area covers one school year and that textbook selection procedure may be in process for two or more subject matter areas concurrently.

The District-level curriculum committees may include these members: a Principal who will serve as chairperson and one representative from each building in the District whose subject matter specialty corresponds to the subject matter area up for adoption. The Superintendent and the other Principals may serve as ex officio members of the committee.

Within the month before school opens each year, the Superintendent shall meet with the District-level curriculum committee to determine textbook needs for the school year beginning one year hence. By the end of October, the committee shall have concluded these activities:

- Evaluated textbooks currently in use for relevance to current District instructional goals and for physical condition and supply,
- Identified sources of alternate textbooks, and
- Contacted publishing houses or producers for sample textbooks.

Between semesters, the committee chairperson shall meet with the District Principals to review the new sample textbooks and to distribute them among the District's schools.

Building Principals shall have the responsibility for coordinating evaluation of the sample textbooks, using methods that include but are not limited to:

- Establishing a building-level curriculum committee composed of teaching staff in the subject matter area up for adoption,
- Requesting individual staff members in the appropriate subject area to evaluate the samples using standardized evaluation instruments prepared or obtained by the committee, and

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7350-R Instructional Resources

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- Arranging, through the building level curriculum committee or individual teachers, to pilot several of the samples during the spring semester.

By the end of February, the Principal shall present to the District-level curriculum committee three recommendations from his/her school for each course up for adoption in each grade level in the current cycle. Each recommendation shall be in writing with discussion involving:

1. Overall purpose, including appropriateness for the course and grade level,
2. Cost in relation to budget,
3. Quality of writing and material,
4. Readability and popular appeal,
5. Format,
6. Timeliness or permanence, and
7. Reputation of the publisher/producer.

The District-level curriculum committee shall review the recommendations from each building. By the end of March, the committee shall present an analysis of the building-level committee recommendations to the Superintendent. The analysis shall include a list of the District-level committee's own recommendations for three textbooks in each course, up for adoption in each grade level in the current cycle. The recommendation for each of the three textbooks in each area will indicate whether the textbook is the committee's first, second or third choice. It also will explain the reason for the choice in the same terms listed above.

At the April meeting of the Board, the Superintendent shall present the recommendations of the District-level curriculum committee to the Board. At the May meeting, the Board officially will consider the textbooks in the subject area up for adoption. The Superintendent shall arrange for the purchase and delivery of the textbooks adopted by the Board.

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7350-R Instructional Resources

7350-R-5

Lost, Damaged or Destroyed Student Textbooks

The cost to the student for a lost or destroyed text will depend on the number of years the text has been used.

Outdated and Old Textbooks

If old texts are still in good condition, they will be kept as reference books. Worn out and defaced books will be destroyed or disposed of as determined by the Board.

Student Purchase of Textbooks

Any or all texts may be purchased from the District at the full purchase price or at a prorated price because of condition or age.

Book Deposit Requirements and Administration

A book usage record will be kept in all buildings for all students. The school name will be stamped in all books, and the books will be numbered. A record shall be kept showing the number of each book issued to each student. An inventory shall be kept of all rental books or sets of books.

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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: June 17, 2010

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

Section 7000 – Instructional Program

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. The District's Technology Director will be in charge of all media centers in the District.

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. Such collection shall be large enough so that materials can be placed in classrooms for extended periods, should be designed to provide for personal growth, and should be adequate for those engaged in independent study.

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,

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7400 Instructional Materials and Media Centers

7400-2

- 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

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.

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

Staff Libraries

A professional library may be maintained in the office of the curriculum coordinator.

The Superintendent, in conjunction with building Principals, 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.

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7400 Instructional Materials and Media Centers

7400-3

Review Committee for Patron Complaints Concerning Instructional Materials

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

Technology

The Board encourages District employees to develop computer software and support materials for instructional and administrative use by the District. The Board encourages partnerships with private enterprises in marketing software that has general application in a particular field.

The media center shall develop a computer software library, catalog software, and disseminate software information to District staff, students, parent(s)/guardian(s) and the public.

Approved: June 17, 2010

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

Section 7000 – Instructional Program

7400-R Instructional Materials and Media Centers

7400-R

Purchase Procedures

All orders for instructional materials other than textbooks, expendable materials, and film rentals will be channeled through the person in charge of the media center or the building Principal, as the case may be, to the purchasing officer of the District. Such materials would include all items to be cataloged and circulated, e.g., books, filmstrips, loop films, records, CD's, DVD's, videotapes, audiotapes, computer software, slides, maps, posters, etc.

All purchases will be made in accordance with Board policies.

At the beginning of each fiscal year, the person in charge of the media center or the building Principal, as the case may be, will be informed of the amount of the media center budget and will operate within that budget.

The person in charge of the media center or the building Principal, as the case may be, will assess the needs of the collection with the help and advice of teachers and with due consideration given to needs of the students. Final decisions as to the areas of emphasis in any given year will rest with the person in charge of the media center and the building Principal.

Recommendations

Recommendations received from the certified staff, students and patrons will be placed in a consideration file and will be reviewed to ascertain whether they meet selection criteria as set forth by the Board.

Teachers' professional advice will be solicited in making selections of materials. Person(s) in charge of media centers or the building Principal, as the case may be, may order for that level or department from standard selection tools.

Evaluation

The collection will be evaluated, from time to time, in relation to changing curriculum, new instructional methods, and current needs of teachers and students.

Section 7000 – Instructional Program

7400-R Instructional Materials and Media Centers

7400-R-2

Service

Materials will be purchased throughout the school year as needed. Areas of emphasis will be determined by the needs of each media center as judged by the person in charge of the media center or the building Principal, within budgetary limits.

Authority

The Board authorizes the District's trained personnel to select for the media centers subject to Board policies and rules.

Gifts (Cf. 9350)

All gift materials must meet qualitative standards of selection as stated above. Gift materials will be acknowledged and credit given in the media center records.

Procedures for Evaluating Challenged Materials (Cf. 7770, 7800, 9450)

The parent(s)/guardian(s) of any student in the District shall have the right to register a complaint about controversial reading materials or media. Supplemental material shall be substituted for completing the requirements of the course for that student.

The parent(s)/guardian(s) may notify the teacher in writing using the request for reconsideration form attached to these rules and schedule a meeting with the teacher and/or Principal to set forth the part or parts of the assigned material, which the parent(s)/guardian(s) finds to be objectionable.

Should the parent(s)/guardian(s) exercise the above right, the student shall not be penalized in any way in academic endeavors because of the complaint.

In the case of a complaint, the person receiving the complaint shall present the complainant with “the request for reconsideration form,” invite the complainant to file objections in writing and notify the building Principal, the school library media specialist and the coordinator of learning resources that a complaint has been registered.

Section 7000 – Instructional Program

7400-R Instructional Materials and Media Centers

7400-R-3

When the form has been completed and returned, the review committee composed of the building Principal, media specialist, two (2) subject area specialists and two (2) community members will be asked to evaluate the material in question. Challenged materials shall not be removed from the classroom during the evaluation periods.

The following guidelines shall apply to the evaluation process:

- To examine and evaluate the material as a whole, not based on passages pulled out of context,
- To check appropriate selection aids for evaluation of the material,
- To weigh strengths and weaknesses and form opinions based upon the selection criteria, the appropriateness of material to the reading ability and maturity level of the student, the nature of its use in the educational program, relevance to the curriculum and educational goals of the school, (Cf. 7800)
- To meet to discuss the material and prepare a written report containing conclusions and recommendations within 30 days,
- To direct the written report to the Board, and
- To send the complainant a copy of the written report.

If the complainant is dissatisfied with the decisions of the media review committee, an appeal of the decision may be made through the Superintendent to the Board for a hearing and final decision. The report shall be discussed with the Board by the members of media review committee.

Section 7000 – Instructional Program

7400-R Instructional Materials and Media Centers

7400-R-4

CITIZEN’S REQUEST FOR RECONSIDERATION OF CURRICULUM MATERIAL

Book _____ or _____ other _____ material

Author _____ (if _____ known)

Publisher _____ (if _____ known)

Telephone _____ Address _____

City _____ State _____ Zip Code _____

Complainant represents him/herself _____, Organization

(Identify other group) _____

1. To what in the material do you object: (Please be specific; cite pages or items) _____

2. What do you feel might be the result of using this material? _____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read or view the entire material? _____ What parts? _____

6. Are you aware of the judgment of this material by literary critics? _____

7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this material?

_____ Do not assign it to my child.

_____ Withdraw it from all students as well as my child.

_____ Send it back to the curriculum committee for re-evaluation.

9. In its place, what material of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of Complainant _____ Date _____

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: June 17, 2010

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

Section 7000 – Instructional Program

7460 Instructional Television (Cf. 7200)

7460

The Board shall support telecommunication systems that support instruction, learning, and are applicable to instructional progress.

The Board encourages partnerships between the District and community entities where it can be demonstrated that such partnerships shall have a positive impact upon student learning.

The Board also encourages national and international linkage through satellite communication, fiber optics and other transmission mechanisms in support of distance learning activities for students.

Distance Learning

The Board shall budget resources needed to acquire and maintain the hardware and programming necessary to utilize the capabilities of this use of technology.

Approved: June 17, 2010

Section 7000 – Instructional Program

7460-R Instructional Television

7460-R

Distance Learning

District staff shall be provided in-service training in the use of the hardware and programming associated with distance learning programs.

The Board shall receive periodic updates from the Superintendent regarding student enrollment in courses, staff development activities and community utilization of the District's distance learning equipment.

The Superintendent and staff will develop and implement a plan and procedures in order that the District's distance learning equipment may be used to it fullest potential, i.e., students, staff, Board and community.

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: June 17, 2010

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

Section 7000 – Instructional Program

7463-R Use of Commercially Produced Video Recordings

7463-R

The use of films, videotapes and DVD's in school are subject to the following regulations:

1. All films, videotapes and DVD's must be carefully previewed and evaluated by the teacher and be determined to meet identified learning objectives and exit outcomes before they are used with students.
2. In general, copyright guidelines permit in-classroom use of copyrighted videotapes and DVD's when they are used for instructional purposes in a teaching situation, as is a lawfully made copy.*
 - a. The school setting has been defined as a "semi-public performance." Therefore, public performance rights are reserved for the copyright owner or those given permission.
 - b. Videotapes and DVD's marketed for "home use" does not have the rights granted for public performance. Rented films and DVD's that include a notice that the film is intended for "home use only" shall not be shown to a class for entertainment purposes.
3. Non-profit education institutions generally may use videotapes and DVD's in the course of "face-to-face" teaching activities, without the need to obtain consent from the copyright owner if the following permissible guidelines are met:
 - a. The video or DVD is a legally obtained lawful copy.
 - b. The video or DVD must be used in the course of "face-to-face" teaching activities.
 - c. The video or DVD activity must be carried out by an instructor or student.
 - d. The video or DVD activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video or DVD programming obtained from commercial sources outside the school's purchasing procedure through rental; lease or purchase must be approved for classroom use by the Principal.

Section 7000 – Instructional Program

7463-R Use of Commercially Produced Video Recordings

7463-R-2

4. Parent(s)/Guardian(s) shall receive one weeks advanced written notice when teachers plan to use commercial video or DVD recordings that are rated PG with elementary students, PG-13 with middle school students or R with high school students under the age of 18. Such notice shall include an accurate description of the contents of the video or DVD recording and where it may be obtained for parent(s)/guardian(s) review.
5. Other media such as CD-ROM, laser disc and audiotapes, while not a part of the video rating system, should be selected and used applying the same criteria as videotapes.

Section 7000 – Instructional Program

7463-R Use of Commercially Produced Video Recordings

7463-R-3

4. Parent(s)/Guardian(s) shall receive one weeks advanced written notice when
PARENT(S)/GUARDIAN(S) NOTIFICATION FORM

Date: _____

Dear Parent(s)/Guardian(s):

I am planning to show _____ to my _____ grade
_____ film/video/DVD
_____ class. This film/video/DVD is rated _____

The rating is due to these factors: _____

The purpose of seeing this film/video/DVD is to: _____

_____ The film/video/DVD will be shown in its entirety.

_____ Only the following portions of the film/video/DVD will be shown:

If you wish to preview the film/video/DVD, it may be borrowed or rented from:

Signature of Teacher

Please sign below and return this form with your child or mail it to the address indicated.
Please return this form on or before: _____

Film/video/DVD: _____

_____ My child has my approval to view this film/video/DVD.

_____ I do not want my child to view this film/video/DVD. Please substitute a
meaningful, related, alternative activity.

Student: _____

Signature of Parent(s)/Guardian(s)

School: _____

Address: _____

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: June 17, 2010

Section 7000 – Instructional Program

7480 Resource Speakers (Cf. 7760)

7480

No overall standard can be established which will automatically separate and exclude a person whose views or manner of presentation may actually obstruct the educational process or jeopardize the health and safety of students or staff. However, in an effort to uphold the students' freedom to learn while also recognizing obligations, which the exercise of this freedom entails, the Board does establish guidelines, found in 7480-R, that govern the selection of resource speakers to be used in any attendance center in the District.

Approved: June 17, 2010

Section 7000 – Instructional Program

7480-R Resource Speakers

7480-R

The teacher/sponsor and school building administrator are expected to exercise judgment and to investigate fully those who are being considered as resource speakers in the District.

Teachers/Sponsors should encourage the use of resource persons representing various points of view in order to help students gain a more comprehensive understanding of any topic.

The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or extracurricular activity in which the participating students are involved or to student success in general.

Prior to appearance or participation, the resource speaker shall be given a copy of this policy and rules, and each speaker shall agree to abide by these regulations:

- Profanity, vulgarity and lewd comments are prohibited,
- Any language that calls for a student strike, may incite a riot or may otherwise influence students to behave in an unlawful manner is prohibited, and
- Smoking is not permitted while speaking or consulting with students.

The teacher/sponsor or any member of the school administration responsible for inviting the resource speaker(s) has the right and duty to interrupt or suspend any proceedings if the resource speaker(s), by his/her conduct, is judged to have disregarded the agreement to abide by these regulations.

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: June 17, 2010
LEGAL REF: MCL 691.1505

Section 7000 – Instructional Program

7485-R Community Resources

7485-R

The administrative and certified staff shall maintain and keep up-to-date a list of available resource people residing in the District. The certified staff shall also maintain and keep up-to-date a list of suitable community resources, which may be utilized for field trips and other such excursions.

Use of Community Resource Persons

Under certain circumstances, community resource personnel may be paid a reasonable honorarium if approved through the budget approval process by the Board as a legitimate budget expenditure.

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, other states and overnight trips are to be approved in advance by the Board. The Superintendent shall provide the Board with a recommendation concerning any overnight, out of state, 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, out of state, 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: June 17, 2010

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

Section 7000 – Instructional Program

7490-R Field Trips and Excursions

7490-R

The teacher shall notify the Principal of each trip planned and of the resources needed in advance of the trip. Each building Principal shall develop appropriate forms to notify parent(s)/guardian(s) of forthcoming field trips and excursions. Said form shall include the nature of the trip, departure time, expected return time, names of sponsors, mode of travel, anticipated costs to the student, if any, and a space where the parent(s)/guardian(s) may ask that his/her child be excused, said parent(s)/guardian(s) to state the reasons for the requested exemption.

Chaperones

The Superintendent may direct that appropriate screening processes be implemented to assure that adult chaperones for field trips or excursions are free of criminal convictions for any offenses involving children. Such processes may include the requirement for a criminal background check, application forms that require disclosure of any criminal convictions for crimes involving children, gathering of personal references, and other methods to assure that adult chaperones are suitable and acceptable for accompanying children on field trips or excursions. All chaperones must have appropriate clearance from the State of Michigan or the DHS prior to serving as chaperones.

When serving as a chaperone for District field trips, the parent(s)/guardian(s), or other adult volunteers, including employees of the District, assigned to chaperone, shall not use tobacco products in the presence of students, nor shall they consume any alcoholic beverages nor use any illicit drug during the duration of their assignment as a chaperone, including during the hours following the end of the day's activities for students. Chaperones shall be given a copy of these rules, and sign a letter of understanding verifying they are aware of, and agree to, these District rules before being allowed to accompany students on any field trip or excursion.

Section 7000 – Instructional Program

7490-R Field Trips and Excursions

7490-R-2

Any chaperone found to have violated these rules shall not be used again as a chaperone for any District sponsored field trips or excursions and may be excluded from using District sponsored transportation for the remainder of the field trip or excursion and be responsible for their own transportation back home. Employees found to have violated these rules may be subject to disciplinary action.

Modes of Transportation

Whenever possible and feasible, District vehicles operated by District transportation employees will be used to transport students on District sponsored field trips or excursions. If the use of District vehicles and transportation employees is not possible, such as for overnight trips outside of the District where the rental of commercial buses is indicated, a teacher or building Principal shall oversee and coordinate the rental of commercially operated vehicles. At the beginning of each school year, the administrator responsible for student transportation, shall make available a list of authorized providers for contracted transportation services for use with field trips or excursions.

If the use of privately owned vehicles for a field trip or excursion is contemplated, all requirements set forth in policy 4350 shall be followed.

Full details of field trips rules/regulations or procedures shall be published in the appropriate faculty, staff, parent/guardian, and student handbooks.

Local Field Trips

“Local” field trips may be considered any trip within the four county metropolitan Detroit areas of Wayne, Oakland, Macomb and Washtenaw Counties. Local field trips may be allowed with prior approval from the Principal.

Extended Field Trips for Study and Group Participation

All travel study programs and student organization trips planned cooperatively by students and faculty may be viewed as school-sponsored activities.

Section 7000 – Instructional Program

7490-R Field Trips and Excursions

7490-R-3

Student participation in these activities shall be voluntary and students who do not participate shall not be adversely affected in terms of their course requirements, grades, or eligibility to participate in other activities of the class or group. Proposals shall be reviewed and recommended by duly authorized school officials and approved by the Board.

Travel Study Programs

Travel study programs are activities which combine instruction and travel for an extended period of time in the United States and abroad. Some programs include a specific course of study to be completed, while others place emphasis upon exposure to foreign cultures. Participating pupils may be from difference grade levels or classes.

Student Organization Trips

Student Organization Trips are activities of at least overnight duration which provide learning opportunities related to the program and objectives of the organization. Participation is usually limited to members of the organization or club.

General Guidelines

1. The number of trips in any given year should not be duly disruptive of the regularly scheduled instructional program.
2. Students in a specific discipline or organization may not be permitted to participate in such trips more than once every other year.
3. Chaperones accompanying the group shall be:
 - a. Over age twenty-one and demonstrate they have skills to work with teenagers.
 - b. Committed to spend their full time to the group during the entire trip.
 - c. If foreign travel is involved, an understanding of the culture and customs and a speaking knowledge of the language of the country to be visited is desirable.

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7490-R Field Trips and Excursions

7490-R-4

4. Each chaperone shall have no more than ten (10) students to supervise.
5. Students and their parents/guardians must agree by signed statements that students will abide by regulations established for the trip and that they will support disciplinary measures taken if regulations are broken.

Application Process

1. Applications for approval of extended field trips shall originate with the Principal(s) of the school(s) seeking permission for such activities.
2. Applications must be forwarded to the Superintendent for final approval with:
 - a. The execution and submission of a statement of waiver acceptable to the District's legal counsel which exempts the Board from financial responsibility and specifies that public funds will not be used for the trip.
 - b. An insurance policy which provides coverage to participating students for illness or accident. The Superintendent shall establish insurance requirements with the advice of the Board.
 - c. Financial assurance and security must be obtained from the parents/guardians for each student by a bond covering traveling and living expenses, as approved by the Board.
 - d. The District must obtain insurance for District equipment used by the group.
3. Prior approval must be obtained from the Superintendent before any fund raising activities to finance the trip are initiated. Requests for approval must be accompanied by a general summary of the plans for the proposed trip.

Steps in Developing and Obtaining Approval for Extended Trips

1. An outline of the trip or program developed by students and staff and reviewed by the Principal.

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7490-R Field Trips and Excursions

7490-R-5

2. If approved by the Principal, the preliminary plans are to be presented to the Superintendent
3. If the Superintendent approves, the preliminary plans are presented to the Board for approval.
4. If Board approved, students and staff, in cooperation with parents/guardians and/or parent groups, shall prepare a detailed written proposal according to the guidelines below with supporting data, to be presented to the Board for final approval.

Guidelines for Developing a Proposal

In the development of a trip proposal, the staff is responsible for assuring that:

1. The objectives of the trip or activity are compatible with the general objectives of the instructional program.
2. The total ongoing school program will not be adversely affected by participation of staff and pupils in the trip.
3. Participation in the trip or activity will not be detrimental to the total program or individual participants.
4. Alternative educational experiences will be provided for those eligible pupils who do not participate in the trip.
5. The proposed trip must economically feasible.
6. The proposed trip is able to be completed within the time allotted.
7. The goals of the proposed trip are related to the students' program of studies.

A proposal, jointly developed by pupils and staff, should include:

1. A statement of the objectives of the trip and an outline of anticipated educational experiences and/or of the course of study to be followed.
2. An itemized statement of basic costs, including but not limited to transportation, meals and accommodations, with evidence that the fees charged are competitive for the services provided.

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7490-R Field Trips and Excursions

7490-R-6

3. A statement of expenses (if any) not included in the basic costs, such as required inoculations, passport and visa expenses, charges for baggage in excess of specified allowance, laundry and other items of a personal nature, and optional trip insurance.
4. Procedures for maintaining financial records for purposes of auditing.
5. Description of transportation arrangements with assurance that:
 - a. When public transportation is required, only a government approved carrier with a certificate of insurance will be employed.
 - b. When private transportation is required, cars will be driven by insured adults.
6. The itinerary detailing departure, travel schedule and return.
7. The names of professionally and personally qualified individuals who will serve as chaperones with justification for the number of chaperones recommended.
8. Identification of travel agency, if any, and evidence that the agency:
 - a. Has experience in handling school groups.
 - b. Can provide proof of satisfactory service.
 - c. Can provide customer references (individuals who have used the service for similar group programs).
 - d. Has quoted a fee which is competitive for services provided.
 - e. Has identified procedures for handling personal emergencies of the participants.
 - f. Has the approval of the Better Business Bureau and the American Society of Travel Agents.
9. Orientation plans for parents and pupils including plans for providing parents and pupils with written information concerning the program, such as:
 - a. The aims and objectives of the program of travel.
 - b. The standards of conduct established for the trip.
 - c. The responsibilities pupils assume by participating in the trip.

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7490-R Field Trips and Excursions

7490-R-7

3. A statement of expenses (if any) not included in the basic costs, such as required included in the basic fee.
 - e. Travel arrangements, overnight accommodations, and the daily itinerary.
 - f. Arrangements for coping with illness, accidents, or other emergencies.
 - g. Is able to provide or obtain special equipment, clothing and accommodations.
 - h. Arrangements and responsibility for additional costs in the event the pupil should need to return home prior to the established date of return.

Responsibility for Reviewing and Approving a Proposed Program

The Principal is responsible for reviewing and approving or disapproving all proposed extended field trips. In considering a proposal, all factors relating to the program, as outlined above, will be assessed and verified. The proposal shall then be sent to the Superintendent for review and presentation to the Board for approval.

Implementation of the Approved Proposal

Designated school personnel shall verify the following is obtained:

1. Written parental consent for pupil participation;
2. If appropriate, contracts with carriers or travel agents are properly executed;
3. Parents/Guardians are provided with specific written information which includes:
 - a. Trip Objectives
 - b. Costs
 - c. Daily itinerary
 - d. A list of chaperones
 - e. Housing and trip accommodations as well as accommodations for individuals with disabilities.
4. Conferences and/or orientation sessions involving pupils and their parents/guardians are scheduled to assure all plans and arrangements are understood.
5. Insurance coverage is checked to assure it complies with Board requirements.

Section 7000 – Instructional Program

7490-R Field Trips and Excursions

7490-R-8

The Principal is responsible for obtaining and retaining the written parental/guardian permission for pupils to participate in a program or activity, for signing any contractual agreement with a public carrier or travel agency, and for assuring that all plans and arrangements are provided to the participants and their parents/guardians.

Program Evaluation

At the conclusion of a travel study program or student organization trip, the educational outcomes of the program will be evaluated. Within two weeks after the completion of the trip, a report of the outcomes and recommendations for future activities will be submitted to the Principal, the Superintendent, and the Board.

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: June 17, 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

7500-R Guidance Program

7500-R

The guidance counselor shall acquaint students with the educational system and its offerings. Students shall be given assistance in selecting and enrolling in programs and courses. Periodic testing, e.g., psychological, achievement, interest and other such tests, shall be conducted in accordance with state law to aid the evaluation of the District objectives and in making student assessments. The testing program shall be developed by the guidance counselor with the approval of the building Principal.

Guidance and counseling on a personal basis shall assist each student to understand him/herself, his/her capabilities, and limitations; to identify alternate courses of action; and to make appropriate personal decisions. The counselor shall refer any student's personal problem to the parent(s)/guardian(s), after consultation with the Principal, whenever such problem is beyond the scope of training and experience for the counselor.

A library of up-to-date occupational information and training requirements shall be maintained for student and staff reference and for teaching or counseling purposes.

All secondary school students will be encouraged to consider career goals and objectives and to pursue programs of study related to those ends.

Assistance in job placement may be given students both directly and by working with other agencies.

The counselor, in cooperation with teachers and other agencies, will conduct periodic studies to assess the results of the educational program of the school. Follow-up information will be assembled to give continued assistance to former students, to facilitate curriculum evaluation and to reinforce the guidance program for students enrolled in school.

Section 7000 – Instructional Program

7560 Examination and Grading System

7560

The Board encourages a uniform grading system for use in the elementary (primary/intermediate) and secondary grades.

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

Approved: June 17, 2010

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

Section 7000 – Instructional Program

7560-R Examination and Grading System

7560-R

Middle and Senior High School Levels

Final Examinations

The Board requires that final examinations for all classes be given each semester at the middle school and senior high school levels. Students shall be informed within the first two weeks of the semester what the final examination policies are to be in the course. The final examination may count for up to 25% of the semester grade. The student must be able to see the corrected examination.

Symbols

The accepted marking symbols are:

Academic Symbols

A - Excellent
B - Good
C - Average
D - Poor
E - Failing
F - Attendance Failure
G - Pass-Credit Earned
H - Failed-no Credit Earned
I - Incomplete

Citizenship Symbols

1 - Outstanding
2 - Good
3 - Average
4 - Poor
5 - Unsatisfactory

Individual marking period marks may be supplemented with a plus (high) or minus (lower) sign.

Section 7000 – Instructional Program

7560-R Examination and Grading System

7560-R-2

GRADE POINT AVERAGE – The student’s grade point average (GPA) is computed from the semester/trimester average grade of each course completed. Each grade has an honor point value. The sum of the honor points is divided by the number of courses taken. The result is called the GPA. The table below can be used to determine one’s grade point average:

Graded	Grading Scale	Non-Weighted	Graded	Grading Scale	Non-Weighted
A	100-95	4.0	C-	72-70	1.8
A-	94-90	3.8	D+	69-66	1.5
B+	89-86	3.5	D	65-63	1.0
B	85-83	3.0	D-	62-60	0.8
B-	82-80	2.8	E	59-0	0.0
C+	79-76	2.5	F		0.0
C	75-73	2.0	I**		Incomplete

**A student must make arrangements with the teacher to remove the incomplete. Until a change is made, the “I” is treated as an “E”.

Students who earn a letter grade of “E” or “F” will not receive credit for that course and must immediately repeat that course during the next trimester it is offered. Students will not be allowed to move on to the next sequence of courses until all prerequisites have been met.

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. The Superintendent shall develop rules and regulations for the assignment of homework for students K-12.

Approved: June 17, 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: June 17, 2010

LEGAL REF: MCL 380.10²; *Reid v. Kenowa Hills Pub. Schools*, 680 N.W.2d 62 (Mich. Ct. App. 2004).³

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

³ From the opinion of the Court in the Kenowa Hills case, in pertinent part, “Certainly, the plain meaning of MCL 380.10 gives parents and legal guardians the fundamental right to determine and direct the education and teaching of their children, and it requires public schools to cooperate with the pupil’s parents and legal guardians in developing the pupil’s intellectual capacities and vocational skills.” (Underlining added.)

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R

The administrative rules for policy 7600 are established as follows:

Elementary School

1. Recommendations for grade level placement shall be the responsibility of the building Principal, who shall consult with the Superintendent when in his/her judgment borderline cases might create controversy between parent(s)/guardian(s) and the school,
2. Grade level placement in the elementary schools shall be based on the following criteria:
 - a. Academic achievement and ability as indicated by standardized test scores,
 - b. Academic achievement and ability as observed by the classroom teacher(s) involved,
 - c. Chronological age of student,
 - d. Size and physical development of the student,
 - e. Social maturity of the student,
 - f. Emotional maturity of the student, and
 - g. Attitudes and reaction of parent(s)/guardian(s) and student.
3. Notification should be given to parent(s)/guardian(s) as soon as the teacher feels that retention may be recommended, and a conference held with the parent(s)/guardian(s) in order to prepare them for the possibility of retention and enlist their help in preparing the student. Nothing should be said at the conferences that would indicate to the parent(s)/guardian(s) that any decision regarding a recommendation for retention has already been made.

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-2

4. The final recommendation of retention shall be made to the Principal at least six weeks before the end of the school year. At that time, a conference should be scheduled with the Principal, teacher or teachers, and parent(s)/guardian(s) in attendance.
5. After the conference, the Principal, in consultation with the teacher, shall make the decision as to whether or not a final recommendation should be made to the parent(s)/guardian(s) that the student be retained.
6. A written statement of parent(s)/guardian(s) approval of the retention should be obtained if possible, and included in the student's permanent record file. If the parent(s)/guardian(s) do not agree to retention and, as a result, the student is promoted, a statement signed by the parent(s)/guardian(s) so indicating the parent(s)/guardian(s) rejection of the District's recommendation for retention should be placed in the student's file.
7. No student shall be retained unless the District has complied with the provisions of items 3 through 6 above or evidence submitted indicating that every effort was put forth in an attempt to comply with them.
8. Promotions from elementary to middle school or middle school to the high school shall be determined by the sending building Principal based upon credits earned/academic level achieved. A single failure will not necessarily require a recommendation for retention.
9. Though retention may be used at all grade levels, it is recommended that adjustments in a student's placement be made as early as possible.

Middle School

Making the determination of students being retained or promoted in the District's Middle School(s):

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-3

We feel that education is to be centered on the betterment of the student so that he/she might grow in competence and awareness of the society around them. With this in mind, the following procedures are in effect to insure acquired competency at the middle school level:

Promotion and Retention - Grades 6 – 8

1. Each student will be evaluated according to his academic achievement and social and emotional progress and will be recommended for promotion or retention the following school year. Major emphasis will be placed on the student's success in the four (4) basic subjects; Math, Science, English and Social Studies.

A student must pass eight (8) of the twelve (12) core courses in which they are enrolled. Of these eight (8) courses, six (6) must be academic courses. Up to two (2) courses (one credit) may be made up in a summer school.

2. For special education certified students, a multi-disciplinary team recommendation will be a factor.
3. Incentive Option for 7th grade students previously retained: Students who have been retained previously and are currently passing all courses (semester marks of C- or better) may be considered. Upon a contractual agreement among a student, parent or guardian, and school administration, the student must attend a summer school and pass two (2) of the four (4) academic subjects (8th grade courses in English, social studies, math and science) in order to be promoted to the 9th grade. Two of the subjects that must be successfully passed are English and math.
4. A placement may be based upon the age of the student. If a particular student does not meet the requirement above, the student may be placed if having attained the age of fifteen (15) by December 1, a committee of parent, teacher, and Principal shall decide if a placement is warranted.

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-4

Promotion and Retention-Grades 9 -12

1. For the classes of 2011 and beyond, students not successfully completing one semester of computer education in 7th or 8th grade will be required to take a semester of high school computer education to meet graduation requirements.
2. Beginning with the class of 2011 eight units of English will be required for graduation.
3. Beginning with the class of 2011 students must pass a semester of high school computer education or successfully complete a class designated by the administration as satisfying the requirement.
4. Senior high students will comply with all current state requirements and are expected to make proper progress towards graduation in order to be promoted with their class. Along with the requirements of earning a designated number of credits each semester, students must also earn credits in English and Mathematics courses in order to be promoted to the next grade level. Grade level promotion will occur in September only. Minimum requirements are as follows:
 - a. Freshman status: In order to be promoted to the 9th grade, students must successfully pass three (3) of the four (4) core academic subjects. Two of the subjects that must be successfully passed are English and Math.
 - b. Sophomore status: In order to be promoted to the 10th grade, students must successfully earn at least 4 credits. Of those 4 credits, one must be a full credit in English 9 A & B and one must be a full credit in Algebra I A & B.
 - c. Junior status: In order to be promoted to the 11th grade, students must successfully earn at least 10 credits. Of those 10 credits, one must be a full credit in English 9 A & B, one must be a full credit in English 10 A & B, one must be a full credit in Algebra I A & B, and one must be a full credit in Geometry A & B.

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-5

- d. Senior status: In order to be promoted to the 12th grade, students must successfully earn at least 16 credits. Of those 16 credits, three must be in English and three must be in mathematics.

Students who will not graduate at age 18 and who are not showing academic progress will be referred to a Westwood Alternative education program.

5. Potential failure of high school students should be called to the attention of the student and parent(s)/guardian(s) by mid-semester and an effort made to confer with the parent(s)/guardian(s) concerning the potential failure.
6. No student shall participate in commencement that has not completed all requirements for graduation.
7. Academic Diploma - students obtaining the requirements will be issued an academic diploma.

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-6

d. Senior status: In order to be promoted to the 12th grade, students must

RETENTION FORM A

Teacher: _____

Student's Name: _____

Grade _____ School _____

Parent/Guardian Signature _____

Teacher Signature _____

FIRST CONTACT WITH PARENT about possible retention (end of first semester)

Date

Type of Conference: _____

Result of Conference: _____

Parent/Guardian Signature

Teacher Signature _____

SECOND CONTACT WITH PARENT (3rd marking period)

Date

Type of Conference: _____

Result of Conference: _____

Parent/Guardian Signature

Teacher Signature _____



Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-7

FINAL CONFERENCE WITH PRINCIPAL AND ALL TEACHERS INVOLVED

Date

Persons Attending

Result of Conference: _____

Parent/Guardian Signature _____

Teacher Signature _____

Written confirmation of retention (Letter A) at least two (2) weeks before end of school year was sent on _____

Signature of Teacher _____

Signature of Principal _____

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 attendance office will notify the appropriate counselor who will then contact the necessary teacher(s) for homework assignments. Teachers are expected to provide homework within a 24 hour grace period.

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: June 17, 2010

Section 7000 – Instructional Program

7630 Graduation Requirements

7630

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

- A. Traditional course work;
- B. Demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. Related course work in which content standards are embedded;
- D. Non-traditional course work;
- E. Independent teacher-guided study;
- F. Testing out;
- G. Dual enrollment;
- H. Advanced placement courses;
- I. International baccalaureate or other "early college" programs; or
- J. On-line class.

Students shall successfully complete an on-line course or learning experience or shall have the on-line learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

[NOTE: Must incorporate unless the District has required each teacher of each course that provides the required credits of the Michigan merit curriculum to integrate an online experience into the course. This option is provided to address Best Practice Incentive for Fiscal Year 2012-13.]

Section 7000 – Instructional Program

7630 Graduation Requirements

7630-2

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if he/she earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the District on one or more assessments developed or selected by the School District that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a state-mandated curriculum requirement, provided he/she completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not state-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Section 7000 – Instructional Program

7630 Graduation Requirements

7630-3

Such credit may be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the District providing the student meets the competency criteria established by the Superintendent.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

Approved: September 19, 2013

LEGAL REF: MCL 380.1166, 380.1278a(1), 380.1278a(2), 380.1278a(4)(c), 380.1279b;
20 U.S.C. 1400 et seq.; 20 U.S.C. 1401 et seq.; 29 U.S.C. 794; 42 U.S.C.
12131 et seq.

Section 7000 – Instructional Program

Community Service

The Board is committed to preparing its high school students for active participation in community affairs. Beginning with the graduating class of 2014, all students shall participate in a volunteer community service project for at least 10 clock hours per year while in attendance at the senior high school in order to qualify for graduation from high school. Any community service that the student may have already completed during his/her high school career is considered eligible service to meet this graduation requirement.⁴

In order to develop the student's commitment to community service, each student shall receive training and support which will assist them to be valuable helpers in the community and to meet the graduation requirement.

The Superintendent shall appoint a District community service team that will plan and implement the community service requirement for graduation.

Approved: June 17, 2010

LEGAL REF: MCL 380.1282; *Immediato by Immediato v. Rye Neck School Dist.*, 873 F.Supp. 846 (S.D.N.Y. 1995), aff'd 73 F.3d 454 (2d Cir. 1996), cert. Denied, 117 S.Ct. 60 (1996)⁵; OAG, 2005-2006, No 7176, p 3, (June 21, 2005)⁶

⁴ This community service should be separate from regular extracurricular activities such as athletics, band, choir, etc. Eligible activities may include (but are not limited to), reading to children in the elementary grades, tutoring, mentoring younger children, service learning, Meals on Wheels, Hospice, hospital volunteer, Habitat for Humanity, or participating in activities that encourage middle school children to prepare for college. Other activities may include volunteer work through organizations such as local United Way agencies, AmericaCorp, faith-based organization, or other recognized local volunteer organizations.

⁵ This case affirmed the right of a school District to include "mandatory community service" in the curriculum as a condition of graduation. The 2nd Circuit's decision took into account the fact that school Districts should expect some parents to challenge school programs that, they feel, may intrude on their 14th Amendment rights. Alternatively, school Districts can avoid such challenges by simply providing an excusal provision for parents that offer "value-based" objections to programs such as mandatory community service.

⁶ The Michigan Merit Award Scholarship Act, MCL 390.1451 et seq, does not authorize the Michigan Merit Award Board to add a requirement that a student complete 40 hours of voluntary community service in order to qualify for a Michigan Merit Award Scholarship.

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R

The District's graduation requirements shall be published in all student handbooks.

Community Service

Community Service Team

The community service team may be comprised of District students, supervising teachers, District administrators, PTA representatives, community members, parent(s)/guardian(s), business representatives, social service representatives, and volunteer organization representatives.

Annually, the community service team will plan and assist in the implementation of the community service activities required of students during the coming academic year.

Opportunities

Opportunities for community service should be separate from regular extracurricular activities such as athletics, band, choir, etc. Eligible activities may include (but are not limited to), reading to children in the elementary grades, tutoring, mentoring younger children, service learning, Meals on Wheels, Hospice, hospital volunteer, Habitat for Humanity, or participating in activities that encourage middle school children to prepare for college. Other activities may include volunteer work through organizations such as local United Way agencies, AmericaCorp, faith-based organizations, or other recognized local volunteer organizations.

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R-2

CREDIT REQUIREMENTS – As we transition from a trimester to a semester schedule, the number of credits that a student must earn will differ based upon the year that they graduate. Students can earn one-half ($\frac{1}{2}$) credit per semester, per course. All students are urged to exceed the minimums shown in the charts below.

<u>Class of 2010</u>	
Career Planning	1 credit
Computer Applications	1 credit
Electives	8 credits
English Language Arts	4 credits
English 9 (1 credit)	
English 10 (1 credit)	
English 11 (1 credit)	
English 12 (1 credit)	
Fine Arts/Voc. Ed/Foreign Language/JROTC	2 credits
Mathematics	3 credits
Physical Education	1 credit
Science	3 credits
Biology (1 credit)	
Physical Science (1 credit)	
Science Elective (1 credit)	
Social Studies	3 credits
World Geography (1 credit)	
American History (1 credit)	
American Government ($\frac{1}{2}$ credit)	
Economics ($\frac{1}{2}$ credit)	
Total Credits for Graduation	26

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R-3

	<u>Class of 2011</u>	<u>Class of 2012</u>	<u>Class of 2013</u>	<u>Class of 2014</u>
Careers	.5 credit	.5 credit	.5 credit	.5 credit
Computers	.5 credit	.5 credit	.5 credit	.5 credit
Electives	9 credits	9 credits	6.5 credits	4 credits
English Language Arts	4 credits	4 credits	4 credits	4 credits
English 9 (1 credit)				
English 10 (1 credit)				
English 11 (1 credit)				
English 12 (1 credit)				
Fine Arts	1 credit	1 credit	1 credit	1 credit
Foreign Language	1 credit	1 credit	1 credit	1 credit
Mathematics	4 credits	4 credits	4 credits	4 credits
Algebra I (1 credit)				
Geometry (1 credit)				
Algebra II (1 credit)				
Math Elective (1 credit)				
Physical Education/JROTC	.5 credit	.5 credit	.5 credit	.5 credit
Health	.5 credit	.5 credit	.5 credit	.5 credit
Science	3 credits	3 credits	3 credits	3 credits
Biology (1 credit)				
Physical Science (1 credit)				
Chemistry or Physics (1 credit)				
Social Studies	3 credits	3 credits	3 credits	3 credits
World History/Geography (1 credit)				
American History/Geography (1 credit)				
American Government (½ credit)				
Economics (½ credit)				
<u>All Juniors must take the Michigan Merit Exam (MME) in order to graduate!</u>				
Total Credits for Graduation	27	27	24.5	22

High School Assessment Test Requirement

The Michigan Merit Exam (MME) is the state-wide standardized assessment given to juniors. All 11th graders must take the state assessment exam. (It provides students with a regular ACT score report that they can use to apply to a college or a university. Students also can use the MME to qualify for a Michigan Merit Award scholarship to help pay for their costs in attending a state university, community college or a technical or trade school.)

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R-4

The MME is made up of the national ACT and WorkKeys tests in Applied Mathematics, Reading for Information, and Locating Information, plus additional tests created in Michigan in the areas of mathematics, science, and social studies. See the table below.

MME COMPONENTS:

TEST	SUBJECT SESSION
ACT Plus Writing	English
	Mathematics
	Reading
	Science
	Writing
WorkKeys	Reading for Information
	Applied Mathematics
	Locating Information
Michigan Components	Michigan Mathematics
	Michigan Science
	Michigan Social Studies

Students identified as juniors, attending the senior high school will be required to take the MME in order to graduate.

Students who enroll in the senior high school after their junior year must provide evidence of having taken the MME during their junior year along with their scores for each section. Students who do not provide this information will be required to take the exams during the spring of their senior year during the make-up windows provided by ACT and the State of Michigan.

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R-5

Vocational Technology Exemption

Students who take and successfully complete Vocational Technology classes shall be exempt from the graduation requirement of Careers. Students who transfer into the senior high school during their senior year may be exempt from Careers (a graduation requirement) through the Principal's office. It is the student's responsibility to meet all graduation requirements.

Early Graduation

It is the belief of administration and staff at the senior high school that the majority of students greatly benefit by experiencing the traditional four years of high school. It is realized, however, that extenuating circumstances may require that a student complete graduation requirements early. Being open to that concept, early graduation shall be allowed, providing the following criteria are met:

1. A minimum of 7 semesters of attendance is required. At least 20 of the required credits must be taken in the District.
2. Students must successfully complete ALL graduation and credit requirements.
3. The students must have no grade lower than a "C" in any required course at the time of graduation.
4. Both parent/guardian and student must sign the "Application of Early Graduation" by the end of the first card marking of the student's senior year.
5. Students approved for early graduation will be asked to indicate their intent regarding participation in graduation ceremonies upon their termination of attendance.
6. Students will not be allowed to "double up" on core academic classes for the sole purpose of graduating early.
7. Students who qualify for federal special education programming would need to be released from their respective programs.

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 on file in the Principal's office. Successful completion of a higher-level course in a sequential discipline may also be used to establish proficiency.

Section 7000 – Instructional Program

7640 Transfer of Credit

7640-2

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.

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: June 17, 2010

Section 7000 – Instructional Program

7642 Alternative Credit Options

7642

In addition to regular classroom-based instruction, students may earn credit through the following means.

Correspondence Courses

High school students may earn, through correspondence, a maximum of three (3) units of academic credit to be applied toward graduation requirements. Only two (2) units may be earned during any one (1) school year. 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 an official record of the final grade must be received by the school before a diploma may be issued to the student. Under ordinary circumstances, students or their parent(s)/guardian(s) shall pay for approved correspondence courses the student chooses to take.

Virtual/Online Courses

Traditional Program Setting

High school students may also earn a maximum of twelve (12) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as the Michigan Virtual High School. 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,
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict,
3. The course will serve as a supplement to extended homebound instruction,
4. The student has been expelled from the regular high school setting, but educational services are to be continued, or
5. The Principal, with agreement from the student's teachers and parent(s)/guardian(s), determined the student requires a differentiated or accelerated learning environment.

Section 7000 – Instructional Program

7642 Alternative Credit Options

7642-2

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/council 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.

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

Westwood Cyber High School

High School students may earn a full high school diploma through their successful completion of proficiency based projects. Although this program has no requirement of seat time hours, students are to attempt to complete a minimum of six credits per year. The Westwood Cyber High School is a year round program and is available to students twenty four hours a day seven days a week. The District will provide computer workstations and connectivity for all students enrolled full time in the Westwood Cyber High School in accordance with program guidelines. The program's continued availability to students will be contingent upon continued waivers approved by the State Superintendent or future rules allowing the program to function. Should either of these conditions not be met students will only have access to traditional avenues of earning high school credits online.

Section 7000 – Instructional Program

7642 Alternative Credit Options

7642-3

Westwood Ombudsman

The Westwood Ombudsman is an Alternative Education program operated by Westwood Schools in partnership with Ombudsman Education Services (OES). It is the vision of the Westwood Ombudsman program that all students have value, can learn, can develop their inherent talents, and can become contributing members of society.

The Westwood Ombudsman Mission is to serve students who are “at risk” in the typical 6-12 grade school environment.

The strategy of the Westwood Ombudsman program is to provide an alternative, high quality, competency-based curriculum, in a nurturing setting, using an individualized, student-centered, technology driven delivery system with a low student-teacher ratio.

Students are referred to the Westwood Ombudsman program by parents/guardians, their home school or school District, or the court system. Applicants for enrollment, together with a parent/guardian must complete the enrollment package and interview procedures. Once accepted for enrollment, continuation in the program will be dependent on the student’s commitment and the discretion of the staff. Attendance is an integral part of the program in awarding credit toward graduation. Students must continue to make reasonable and steady progress toward the completion of their individualized learning goals to remain in the program.

Approved: June 17, 2010

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: June 17, 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; i.e. a course not offered by the local District and at the discretion of the Superintendent.

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: June 17, 2010

LEGAL REF: MCL 388.513, 388.514, 388.1621b

The Board of Education recognizes the value to students and to the District for students to participate in courses offered by accredited and degree-granting colleges and universities in Michigan. Eligible postsecondary institutions shall include state universities, community colleges, and independent nonprofit degree-granting colleges or universities located in Michigan and that choose to comply with the Postsecondary Enrollment Options Act.

The Board will allow eligible high school students who meet the criteria established in the Superintendent's guidelines to enroll in eligible postsecondary courses while in attendance in the District. The Superintendent shall allow a student, upon written request of his/her parent to take approved readiness assessment(s) in order to establish eligibility for postsecondary enrollment. Any tests are to be administered free of charge in accordance with the District's testing schedule. Students will be eligible to receive appropriate credit for completing any of these courses providing they meet all requirements for the type of credit they wish to earn. (Cf. 7648)

The Superintendent shall establish the necessary administrative guidelines to ensure that such courses are in accord with State law and are properly communicated to both the students and their parents/guardians. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

Upon receipt of a bill from the postsecondary institution itemizing the charges for a student's participation in a particular course, the District shall either pay the bill or the prorated percentage of the state portion of the foundation allowance for that student, whichever is lower. If charges exceed such payment, the student and his/her parents are responsible for the remaining charges.)

If a student participating in the postsecondary (dual) enrollment program fails to successfully complete an eligible course, the student and his/her parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment.

Section 7000 – Instructional Program

7649 Postsecondary Dual Enrollment

7649-2

In the event reimbursement is not made in a reasonable period of time, the Superintendent is authorized to file claim against the student and/or his/her parents in Small Claims Court for collection.

The Superintendent is to submit annually to the Intermediate School District the following information:

- the amount of money paid to postsecondary institutions for this program
- the number of students in the high school and the number who participated in at least one (1) postsecondary program and received payment for all or part of the eligible charges under this program both in the aggregate and by grade level
- the percentage of the District's enrollment represented by eligible students both in the aggregate and by grade level
- the total number of postsecondary courses for which the District made payment, the number of courses for which postsecondary credit was granted, the number of courses for which high school credit was granted, and the number of courses that were not completed by eligible students

Approved: July 22, 2014

LEGAL REF: M.C.L. 380.1279g, 380.1473, 380.1481, 388.513, 388.513a, 388.514, 388.1930a; 388.1621(b)

Section 7000 – Instructional Program

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

7650

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.

Testing Out

Under Michigan law, (MCL 380.1279b) 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.

Successfully attained credit under this policy will earn a grade of “pass” and shall not be used in computations of grade point average but will be used as credit and will be 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: June 17, 2010-Revised - March 17, 2011

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 on-going basis.

Approved: June 17, 2010
LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7700-R Evaluation of Instructional Program (Cf. 7650)

7700-R

The Superintendent may establish, on an ad hoc basis, special curriculum committees to study the District's instructional program or any part thereof. The Superintendent may request a report from such committee, which shall include the committee's recommendations for any proposed changes, modifications or elimination of any part of the instructional program. The Superintendent will submit the report together with his/her recommendation to the Board for approval, modification or disapproval at a regular or special meeting of the Board. The use of personnel other than the District's instructional staff to evaluate the curriculum is authorized as outlined elsewhere in these policies and rules.

Any costs incurred by curriculum committees shall be borne by the District.

Section 7000 – Instructional Program

7760 Controversial Issues

7760

Good teaching techniques provide that adequate preparation on the part of student and teacher take place before controversial issues are explored. Every controversy has two or more sides; it is therefore imperative that teachers ensure that all issues, facets, and questions of any controversial subject are thoroughly studied. Teachers should be aware that controversy may spring from the most innocuous beginnings and be prepared for it to the best of their ability.

Teachers must be sensitive in teaching controversial issue. They must be impartial, objective, and have knowledge of the area being discussed.

Approved: June 17, 2010
LEGAL REF: MCL 380.1507

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: June 17, 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.

Section 7000 – Instructional Program

7800 School Ceremonies and Observances (Cf. 7770)

7800-2

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.

In accordance with federal law⁷, the District shall offer an educational program(s) each year on Constitution Day to commemorate the September 17, 1787 signing of the United States Constitution.⁸ The Superintendent shall establish administrative guidelines ensuring that the District observes Constitution Day properly and in a manner befitting the importance of the event to the history of the United States of America.

Approved: June 17, 2010

LEGAL REF: MCL 380.1175; 380.1217; *Lee v. Weisman*, 112 S. Ct. 2649 (1992); NCLB; Section 111 of Division J of Public Law 108-447 (2004).

⁷ Section 111 of Division J of Public Law 108-447

⁸ Constitution Day shall be held on September 17th of each year. However, if September 17th falls on a Saturday, Sunday, or holiday, then Constitution Day shall be held during the preceding or following week.

Section 7000 – Instructional Program

7800-R School Ceremonies and Observances (Cf. 7770)

7800-R

Through special ceremonies or through the instructional program, building administrators may arrange for proper commemoration of the following special days in the schools:

Constitution Day (September 17); Columbus Day (Second Monday in October); Veteran's Day (November 11); Martin Luther King's Birthday (3rd Monday in January); Lincoln's Birthday (February 12); and Washington's Birthday (3rd Monday in February).

Observance of Constitution Day

The District shall offer a Constitution Day program(s) each September 17 to commemorate the signing of the United States Constitution.⁹ The following are examples of acceptable Constitution Day programs:

- An assembly for all grades in the school featuring a speaker from local, state, or federal government to discuss the importance of the signing of the U.S. Constitution,
- An art or essay contest centering on the signing of the U.S. Constitution,
- A special program focusing on the signing of the U.S. Constitution broadcasted over an educational T.V. channel district-wide,
- Hallway bulletin board displays stressing the observance of the signing of the U.S. Constitution, or
- Classroom skits or mini-plays featuring students who represent the original signers of the Constitution and who give a brief biography of the person whom they represent.

The Superintendent authorizes the formulation of a Constitution Day Planning Committee to assist the Superintendent in choosing an appropriate Constitution Day program for the District.

⁹ Constitution Day shall be held on September 17th of each year. However, if September 17th falls on a Saturday, Sunday, or holiday, then Constitution Day shall be held during the preceding or following week.

Section 7000 – Instructional Program

7800-R School Ceremonies and Observances (Cf. 7770)

7800-R-2

The Superintendent shall appoint a member of the administrative staff to organize the Constitution Day Planning Committee. The Committee may include students, teachers, and administrators. The primary duties of the Committee will be to formulate suggestions for a District Constitution Day program and/or suggestions for individual school or classroom observances, which shall be presented to the Superintendent.

Observance of Religious Holidays

The practice of the District shall be as follows:

The several holidays throughout the year that have a religious and secular basis may be observed in the public schools.

The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature and drama having a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, Menorah, crescent, Star of David, crèche, symbol of Native America or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are Christmas, Easter, Passover, Hanukkah, and St. Valentine's Day, St. Patrick's Day, Thanksgiving, and Halloween.

The District's calendar, through the collective bargaining process, may be prepared to minimize conflicts with religious holidays of all faiths.

Section 7000 – Instructional Program

7800-R School Ceremonies and Observances (Cf. 7770)

7800-R-3

Religion in the Curriculum

It is essential that teaching about, and not of, religion be conducted in a factual, objective, and respectful manner. Therefore, the practice of the District shall be as follows:

The Board supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities if it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced thorough study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme, shall be accommodated. Students are free to express religious belief or non-belief in composition, art forms, music, and speech.

Dissemination of Religious Materials

Materials that have a religious content may be made available to students during non-instructional time. The District shall impose content neutral, time, place, and manner restrictions on the dissemination of religious materials to ensure that students are aware that the materials are not being endorsed or sponsored by the District.

Dedications and Commencement

Traditions are a cherished part of the community life and the District expresses an interest in maintaining those traditions, which have had significance to the community. While recognizing the significance of traditions, the Board recognizes that its dedication ceremonies and commencement exercises must be secular in nature. Inspirational addresses, which do not promote religion, may be permitted at such ceremonies.

Section 7000 – Instructional Program

7800-R School Ceremonies and Observances (Cf. 7770)

7800-R-4

Because the baccalaureate service is traditionally religious in nature, it, if held, shall be sponsored by agencies separate from the District. School initiated invocations and benediction, inherent in commencement (graduation) ceremonies, are not allowed under current law.

Federally Required Guidelines

Students have the following rights pursuant to federal law:

- To engage in private, non-disruptive activity such as prayer or bible reading while at school,
- To participate in before or after school events that has a religious content,
- To study about religion when appropriate to the curriculum,
- To produce written expressions of religious beliefs in home work, art work, and other assignments,
- To distribute in a non disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature,
- To be excused for religious reasons from participation in school programs or activities,
- To be granted release time to attend religious events,
- To wear clothing that includes a non disruptive religious theme or message,
- To be given access to school media to announce religious events in the same manner as other organizations, and/or
- To be granted access to school facilities for religious activities in the same manner as other organizations.

Section 7000 – Instructional Program

7820 Honorary Diplomas

7820

Upon recommendation of the Superintendent, the Board may approve the awarding of “honorary” diplomas. “Honorary” diplomas may be awarded under the following circumstances:

1. As an honor awarded to a community member, who is not a former graduate of the high school, for outstanding service and dedication to the school District evidenced through volunteer service, monetary contributions, or support for school athletic teams or other high school activities.
2. As a posthumous award to a student who has died and who, it can be presumed, would have, otherwise, graduated from the high school.
3. As an award in the present, or posthumously, to an outstanding administrator, faculty, or staff member who had served the high school exceptionally and honorably for 25 years or more.
4. For other reasons judged to be appropriate by the Superintendent and approved by the Board.

The Superintendent shall promulgate administrative rules to administer this policy and establish the means and methods of determining who might be recommended to the Board for the receipt of an “honorary” diploma.

Approved: June 17, 2010

Section 7000 – Instructional Program

7820-R Honorary Diplomas

7820-R

Persons or groups wishing to recommend an individual(s) for receipt of an “honorary” diploma from the District’s high school shall make that recommendation known, in writing, to the Superintendent on or before the close of business the first Monday in April. The reasons for the recommendation must be clearly stated and based upon the requirements of Board policy 7630. Letters of support for the recommendation, if any, should be submitted together with the recommendation.

Upon receipt of the written recommendation, the Superintendent shall:

1. Before the close of business the third Monday in April, convene a committee composed of: The high school Principal, at least one faculty member from the high school, a guidance counselor from the high school, another central office administrator, and one member of the Board of Education, named by the President of the Board, to serve on the committee. (At the District’s option, others, such as community representatives - like the PTO President, or Student Council President, perhaps - could be added.)
2. The Superintendent shall serve as chair of the committee and shall present the written recommendation(s), along with any letters of support, to the committee members for their study. If the committee decides to recommend that an “honorary” diploma be granted to the person(s) in question, that recommendation will be carried to the full Board for their decision and action during the regular, public Board meeting in the month of May.

The decision of the committee as to whether to recommend Board approval of the awarding of an “honorary” diploma shall be final.

Section 7000 – Instructional Program

7820-R Honorary Diplomas

7820-R-2

3. It shall be the responsibility of the Superintendent to arrange for the actual “honorary” diploma(s) to be properly printed and inscribed in such a manner that it, clearly, is not a regular high school diploma, but, rather, “honorary” in nature while carrying the appearance of the regular diploma issued by the high school.
4. If the Board acts to approve a recommendation for the awarding of an “honorary” diploma, the Superintendent shall be responsible for notifying the person(s) making the recommendation of the proper procedure for receiving the diploma at graduation exercises.
5. In the case of posthumous awards, one person shall be designated by the family to step forward to receive the diploma in the stead of the deceased and may be allowed to process with the graduating class in the stead of the deceased should they so desire.

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.

The candidates will receive a substitute's handbook and an explanation of the substitute program. This may be done through a contracted service provider.

Approved: June 17, 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: June 17, 2010
LEGAL REF: MCL 380.1347

Section 7000 – Instructional Program

7880-R Flag Displays

7880-R

Principals shall assume the responsibility for raising and taking down the flag at their buildings. Such responsibility may be assigned to the custodian, a school organization such as the student council, or organizations such as boy or girl scouts. If assigned to student organizations, either within or outside the school, the Principal or person designated by him/her shall assume the responsibility to see that the flag is cared for regularly and properly.

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. The District will engage in school improvement as dictated by P. A. 25.

Approved: June 17, 2010

LEGAL REF: MCL 380.1204a; 380.1233; 380.1277

Section 7000 – Instructional Program

7900-R School Improvement

7900-R

Building level local school improvement committees shall be established, re-established and/or adjusted annually.

Committee Membership

The local school improvement committee should have representatives from the following groups as members, in addition to those already listed in Board policy: parent(s)/guardian(s), community members, students and others as the school improvement committee may find necessary to assist it in attaining its goals.

Data Collection/Assessment

The data collected by the District in order to assist each local school improvement committee may include, but not be limited to: student standardized test scores, dropout rates, student/staff ratios, grade point averages, demographic and societal data, career/employment data, vandalism, student attendance rates, student discipline, and others as the committee may need.

The collection of the data should involve input from parent(s)/guardian(s), staff, students, and other community members. Confidentiality regarding personally identifiable information shall be maintained at all times by all members of the local school improvement committee.

Review

The local school improvement committee's review process with the Board should include discussion of the progress and attainment toward goals, financial and business issues, student performance outcomes, scheduling of classes, maintenance of facilities, school calendars, staffing needs, staff evaluation, teaching methods, pilot projects, curriculum and textbook review, organizational structures, and others as may be necessary for the Board's information.

Section 7000 – Instructional Program

7950 Schools of Choice

7950

Should the District elect to participate in "Schools of Choice" the Superintendent shall cause to be published, for general public consumption, a notice of the grades, schools, special programs and the limited number of slots available in each, if applicable, no later than the second Friday in August. District participation in "Schools of Choice", if any, shall not be in conflict with law or Michigan State Department of Education rules and regulations.

Approved: June 17, 2010

LEGAL REF: MCL 388.1705, 1705c