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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.

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.

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7050 Curriculum Development (Cf. 5140)

7050-2

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.

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.

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7050 Curriculum Development (Cf. 5140)

7050-3

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. (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.

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: September 17, 2007

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

7050-R-2

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.

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: September 17, 2007

Section 7000 – Instructional Program

7052-R Multicultural Education

7052-R

The prime responsibility for ensuring multicultural experiences within each school rests with the building Principal who will set the tone for acceptance of diverse populations as well as monitor the presentations of teachers and their classroom settings as they relate to multicultural issues. The Principal will further serve as a contact for providing resource persons and materials to the teaching staff.

Multicultural activities should be taught in an interdisciplinary manner, incorporating the activities into existing curricular activities. Classroom activities and displays of instructional materials should represent groups that exist in the classroom as well as groups not represented within the class.

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7053 Environmental Education

7053

Environmental and ecological principles will be taught as an integral part of the course of studies at the elementary level and as special instructional units or separate subjects at the middle school/junior high and secondary levels. Instruction should be aimed at the development of knowledge of the human interrelationships with the environment.

Approved: September 17, 2007

Section 7000 – Instructional Program

7053-R Environmental Education

7053-R

Environmental Education Guidelines:

1. Students should be given the opportunity to observe directly the interaction of organisms in their environment both in and around school and on field trips,
2. Classroom teachers should provide specific instruction in practical ecology in areas such as littering with school papers, lunchroom debris, etc,
3. Instructional materials should demonstrate a concern for environmental quality,
4. Instruction should be based on fact and encompass all disciplines, with emphasis upon science, social science, and the humanities, and
5. Appropriate audio-visual materials, print and non-print, should be provided to enhance the instructional effort.

Section 7000 – Instructional Program

7055 Comprehensive School Health Education

7055

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

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

Approved: September 17, 2007

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

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

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7057 Character Education

7057

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

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

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

Approved: September 17, 2007

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

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7060 Curriculum Guides and Course Outlines

7060

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

Approved: September 17, 2007

LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

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.

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

Section 7000 – Instructional Program

7110 Core Curriculum

7110

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

Elementary Program

The District's Primary School grades are established as grades K–3. The District's Intermediate School grades are established as grades 4 and 5.

Core Curriculum

The core curriculum in the District's Primary and Intermediate School is comprised of the following subject areas: Language Arts, Mathematics, Social Studies, and Science.

Supplemental Curriculum

The Board shall supplement the primary and intermediate core curriculum by providing instruction supplemental areas as the financial resources of the District permit.

Delivery of Curriculum

The Board shall provide for the delivery of the core curriculum and supplemental program through the District.

Exit Outcomes

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

Outcomes Evaluation

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

Section 7000 – Instructional Program

7110 Core Curriculum

7110-2

Middle School

The District's Middle School grades are established as grades 6 – 8.

Core Curriculum

The core curriculum in the District's Middle School is comprised of the following subject areas: Language Arts, Mathematics, Social Studies, and Science.

Supplemental Curriculum

The Board shall supplement the Middle School core curriculum by providing instruction in supplemental areas as the financial resources of the District permit.

Delivery of Curriculum

The Board shall provide for the delivery of the core curriculum and supplemental program through the District.

Exit Outcomes

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

Outcomes Evaluation

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

Senior High School

The District's Senior High School grades are established as grades 9 – 12.

Core Curriculum

The core curriculum in the District's Senior High School is comprised of the following subject areas: Language Arts, Mathematics, Social Studies, and Science.

Supplemental Curriculum

The Board shall supplement the High School core curriculum by providing instruction in supplemental areas as the financial resources of the District permit.

Section 7000 – Instructional Program

7110 Core Curriculum

7110-3

Delivery of Curriculum

The Board shall provide for the delivery of the core curriculum and supplemental program through the District.

Exit Outcomes

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

Outcomes Evaluation

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

Co-curricular Activities

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

Each school, under the direction of the Principal and subject to approval by the Superintendent, may 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.

Section 7000 – Instructional Program

7110 Core Curriculum

7110-4

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.

Approved: September 17, 2007

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)

Section 7000 – Instructional Program

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

7110-R-2

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 through the Student Services Director. Determination of eligibility will come through the Intervention Assistance Team.

Section 7000 – Instructional Program

7115 Sex Education

7115

Pursuant to state law, sex education may be provided by the District as an elective. 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. The Superintendent, with the cooperation of the certified staff and a licensed medical doctor, nurse or other person certified by the State Board of Education, shall develop a comprehensive sex education curriculum that complies with statutory curriculum requirements. 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 shall hold two public hearings. The hearings shall be held at least 1 week apart and shall be posted pursuant to MCL 380.1201.

Sex Education Parent Advisory Committee

One half of the members shall be parents who have at least one child attending a school operated by the District, and a majority of those parent members shall be individuals not employed by a school district. The Superintendent shall recommend persons for membership to the Board of Education and shall include pupils of the District, educators, local clergy, and community health professionals. The Superintendent shall use a selection process that reasonably reflects the District population.

The Parent Advisory Committee must establish goals and objectives designed to reduce rates of sex, pregnancy and sexually transmitted diseases, review materials and methods, and make implementation recommendations to the Board of Education.

The recommendations shall incorporate the mandates of MCL 380.1507b and such other material as the Parent Advisory Committee finds to be pedagogically sound.

Section 7000 – Instructional Program

7115 Sex Education

7115-2

Every two years, the Parent Advisory Committee shall evaluate, measure, and report upon the attainment of the goals and objectives. The report shall be made available to parents in the school 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 concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal and state guidelines concerning age appropriate sex education.

Approved: September 17, 2007

LEGAL REF: 20 USCA 7906 (NCLB); MCL 380.1282; 380.1507; 380.1507b;
380.1169; 380.1506; 380.1766; 388.1766a.

Section 7000 – Instructional Program

7120 Curriculum Alignment

7120

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

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

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

Approved: September 17, 2007

Section 7000 – Instructional Program

7140 Dropout Prevention Program

7140

Philosophy

The Board endorses Intervention Assistance Team 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: September 17, 2007
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: September 17, 2007

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: September 17, 2007

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, or are pregnant minors.

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

Approved: September 17, 2007

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: September 17, 2007

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.

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

7175

State of Michigan Parent/Guardian Involvement Initiative

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials: input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.²

District Plan

In accordance with the requirement of the No Child Left Behind Act, the Galesburg-Augusta Community School District Board of Education encourages parent(s)/guardian(s) participation in all school programs. Parent(s)/Guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

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

7175-2

² MCL 380.1294 (1) No later than January 1, 2005, the board of a school district or intermediate school district, or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.

Section 7000 – Instructional Program

The Board directs that the following actions be implemented by the administration to insure compliance with state and federal law and to invite parents to become involved highly in the education of their children:

- The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of District programs/services through participation on building School Improvement Teams;
- Invitations to parent(s)/guardian(s) to attend at least one annual meeting , with additional meeting opportunities being available as needed, designed to provide information about programs and services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I and other District programs including the providing of information in a language understandable to the parent(s)/ guardian(s) if practicable;
- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc.)

Section 7000 – Instructional Program

Written Plans/Policies

The Galesburg-Augusta Community School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan. Individual buildings may personalize the District plan to meet the particular needs of their school, subject to review by the Superintendent. The Board directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Section 7000 – Instructional Program

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

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

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

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

Approved: September 17, 2007

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004); 380.1295; MDE Recommended Parent/Guardian Involvement Policy, June 2004.

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: September 17, 2007

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.

_____ **Yes, but with Board/District edits**

Approved: September 17, 2007

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 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. 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.

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.

Section 7000 – Instructional Program

7215 Performance-Enhancing Substances (Cf. 8220)

7215

Pursuant to state law, use of a performance-enhancing substance³ by a student who seeks to, and/or actively does, participate in interscholastic athletics shall result in the loss of eligibility for any participation in interscholastic athletics as follows:

- First offense; loss of eligibility for 30 calendar days.
- Second offense; loss of eligibility for 60 calendar days.
- Third offense; loss of eligibility for 180 calendar days.

The affected student shall be informed of the loss of eligibility in writing by the athletic director. A written appeal may be presented to the Superintendent within five working days of the date of the written notice of loss of eligibility. The Superintendent may reduce the loss of eligibility by up to one-half upon a showing of good cause. The decision of the Superintendent is final.

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 may enact rules to implement this eligibility policy further.

Approved: September 17, 2007
LEGAL REF: MCL 380.1318

³ 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

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.

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: September 17, 2007
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.

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, and
7. Emotional stability to withstand the daily challenges of group interaction.

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

Section 7000 – Instructional Program

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.

Textbook needs in various subject matter areas shall be considered on a cyclical basis, with science textbook needs receiving attention in the first August following the date of this rule.

Section 7000 – Instructional Program

7350-R Instructional Resources

7350-R-3

Thereafter, the staff will recommend textbook areas for study and adoption on a rotating basis at least every five years.

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,

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7350-R Instructional Resources

7350-R-4

- Requesting individual staff members in the appropriate subject area to evaluate the samples using standardized evaluation instruments prepared or obtained by the committee, and
- 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.

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7350-R Instructional Resources

7350-R-5

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.

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.

Section 7000 – Instructional Program

7380 Instructional Program Prohibitions

7380

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

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

Approved: September 17, 2007

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.

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: September 17, 2007

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, 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

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: September 17, 2007

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

Section 7000 – Instructional Program

7463 Use of Commercially Produced Video Recordings

7463

Videotapes or DVD's shall not be used for recreation or entertainment, or for other than planned instructional purposes.

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: September 17, 2007

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 and videotapes in school are subject to the following regulations:

1. All films and videotapes 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. The teacher will submit a lesson plan including detailed use of each commercial video to the building Principal for approval before use in the classroom. (This will include a list of segments of the video to be used).
2. In general, copyright guidelines permit in-classroom use of copyrighted video tape when it is 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 marketed for “home use” do not have the rights granted for public performance. Rented films 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 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 is a legally obtained lawful copy.
 - b. The video must be used in the course of “face-to-face” teaching activities.
 - c. The video activity must be carried out by an instructor or student.
 - d. The video activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video 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 each time a teachers plan to use commercial video 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, when deemed necessary by the Principal. Such notice shall include an accurate description of the contents of the video recording and where it may be obtained for parent(s)/guardian(s) review. In the parent(s)/guardian(s) notification, the parent(s)/guardian(s) will be informed of the filed lesson plan on the use of each video, and where to obtain a copy before the video is shown.
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.
6. Video tapes may not be used for recreation, entertainment or for other instructional purposes not previously planned.

*e.g. “Grapes of Wrath” may be presented to high school English class, but “Star-Wars” which if being shown for entertainment, would not be permitted unless copyright clearance has been obtained.

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: September 17, 2007

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: September 17, 2007

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.

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: September 17, 2007
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 and overnight trips are to be approved in advance by the Board. The Superintendent shall provide the Board with a recommendation concerning any overnight or foreign trip. The recommendation shall take into account any foreign travel warnings or cautions of the U. S. Department of State. In addition, before making any recommendation, the Superintendent shall seek advice concerning overnight or foreign travel from the District's legal counsel and insurance carrier. The Superintendent shall develop rules and regulations regarding educational field trips and excursions.

Approved: September 17, 2007

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.

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, the administrator responsible for student transportation will oversee and coordinate the rental of commercially operated vehicles. In no case shall a teacher or building Principal be authorized to contract for the rental of commercial vehicles for use with field trips or excursions without the prior review and approval of the administrator in charge of transportation or the Superintendent.

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.

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: September 17, 2007

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 Grading System

7560

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

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

Approved: September 17, 2007

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

Section 7000 – Instructional Program

7580 Homework

7580

The use of homework as a means to discipline students is prohibited. Homework shall be assigned on an as needed basis, and shall never exceed a students' capability to complete within a reasonable time. The Superintendent shall develop rules and regulations for the assignment of homework for students K-12.

Approved: September 17, 2007

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 progress annually from grade to grade based on academic readiness. 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: September 17, 2007

LEGAL REF: MCL 380.10⁴

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

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

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R

The administrative rules for policy 7600 are established as follows:

Elementary School

1. Recommendations for grade level (K-1) 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.
4. The final recommendation of retention shall be made to the Principal at least six weeks before the end of the school year.

Section 7000 – Instructional Program

7600-R Promotion and Retention

7600-R-2

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.

Middle School

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

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:

- a. Middle school students are expected to make proper progress towards grade advancement in order to be promoted with their class.
- b. Students who are retained for a second year will be reviewed on an individual basis.

7600-R Promotion and Retention

7600-R-3

Section 7000 – Instructional Program

High School

1. Promotion shall be determined by credits earned.
2. 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.
3. No student shall participate in commencement that has not completed all requirements for graduation.
4. Academic Diploma - students obtaining the requirements will be issued an academic diploma.

Section 7000 – Instructional Program

7610 Legitimate Excused Absences (Cf. 8350)

7610

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

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

Approved: September 17, 2007

Section 7000 – Instructional Program

7630 Graduation Requirements

7630

The Board may adopt graduation requirements beyond the minimums set forth by the State Board of Education.

Michigan Merit Exam

It shall be the policy of the Board that all students must take the Michigan Merit Examination (MME) in order to complete graduation requirements. Beginning with the class of 2007, any student failing to take the MME will be ineligible to receive a diploma from the Galesburg-Augusta Community Schools.

The MME will be taken at a time (junior year) and place designated by the District.

Approved: September 17, 2007
LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7630-R Graduation Requirements

7630-R

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

Section 7000 – Instructional Program

7640 Transfer of Credit

7640

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

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

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

Transfer from Home Schooling or Other Institutions

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

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

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: September 17, 2007

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 (Credit Recovery)

High school students may also earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing online courses offered through agencies approved by the Board, such as Nova Net. 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. The District may pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

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

Approved: September 17, 2007

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: September 17, 2007
LEGAL REF: MCL 380.1282

Section 7000 – Instructional Program

7648 Dual Enrollment and Credit

7648

Dual Enrollment

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

Dual Credit

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

Notice

Eligible students shall be provided with notice of eligibility.

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

Approved: September 17, 2007
LEGAL REF: MCL 388.513, 388.514, 388.1621b

Section 7000 – Instructional Program

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

7650

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

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

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

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

Each building Principal in cooperation with the guidance staff shall schedule individual and group testing at times, which will not disrupt the educational decorum of the school.

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

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

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

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

Section 7000 – Instructional Program

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

7650-2

Student Assessment

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

Testing Out

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

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

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

Approved: September 17, 2007

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

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

7650-R

Testing Selection and Adoption

The counseling staff may use tests other than those purchased and approved for use in the District if requested by individual students. Costs of administering such tests are to be borne by the student.

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

The custodian of student records is responsible for safekeeping all test results.

Standardized Tests

The counseling staff shall analyze all standardized tests used in the District relative to:

- a. The population represented by the norms or comparison groups,
- b. The specific use or uses of such tests and how these standards compare to the District's goals, and
- c. Available alternatives to such tests.

Section 7000 – Instructional Program

7700 Evaluation of Instructional Program (Cf. 7650)

7700

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

Approved: September 17, 2007

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.

Approved: September 17, 2007

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: September 17, 2007

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.

Approved: September 17, 2007

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

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:

September 17 (Constitution Day); 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 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-2

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-3

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: September 17, 2007

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.
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 Superintendent shall call all potential substitutes together before the start of the school year for a group meeting. The candidates will receive a substitute's handbook, an explanation of the substitute program, application forms, and necessary records to be completed (tax forms).

The Superintendent and Principals will compile a list of all substitute teachers available to the District, and each building Principal shall have a copy of said list prior to the beginning of school each year.

Each building Principal shall secure substitute teachers for use in the building on a need basis and from the master list noted above.

The Board shall establish the rate of pay for substitute teachers as necessary upon the recommendation of the Superintendent.

Approved: September 17, 2007

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

Section 7000 – Instructional Program

7840-R Substitute Teaching

7840-R

The Principal shall be responsible for developing a substitute's handbook to be given to the prospective substitutes. The handbook shall include information on when and how candidates should apply to be substitutes, the rates of pay, the time of the morning or day that substitutes can expect to be called for duty, instructions on where to report for all attendance centers of the District, maps of the school District and of each attendance center school building, a current copy of the school calendar, a copy of the Board's educational philosophy, hints on working with students, a statement of expectations the District has for those who substitute (similar to those expected of regular teaching staff), a list of things the substitute must do before leaving for the day and a sample report form for reporting incidents that may take place during the day.

Substitutes are encouraged to prepare, in advance, emergency lesson plans for the subjects in which they are most likely to substitute in case the situation arises that lesson plans are not available. Such preparations should also include a set of prepared questions probing the meaning of the material presented to ensure that student learning takes place.

At the end of each pay period, each Principal shall file a detailed report with the Superintendent regarding the substitutes used by such Principal in the building during such pay period.

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: September 17, 2007

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.

School Improvement Committees

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

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

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

Data Collection/Assessment

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

Section 7000 – Instructional Program

7900 School Improvement

7900-2

Meetings

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

Review

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

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

Approved: September 17, 2007
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

7910 Site-Based Decision Making

7910

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

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

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

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

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

Section 7000 – Instructional Program

7910 Site-Based Decision Making

7910-2

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

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

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

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

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

Approved: September 17, 2007
LEGAL REF: MCL 380.1277

Section 7000 – Instructional Program

7910-R Site-Based Decision Making

7910-R

Implementation of a site-based decision making program at an individual school requires delegation of a substantial amount of authority and responsibility to the school level.

Membership

Each school improvement team (SIT) will be composed of: Principals, Student Services Director, Curriculum Director, Department Heads, each Building School Improvement Team member and members of the Parent/Guardian Advisory committee.

Efforts to approximate a cross-section of the school community in improvement team membership are strongly encouraged.

The SIT will consist of no more than twenty-five (25) members.

Responsibilities

The primary responsibilities of the SIT will be improvement of student learning, instructional improvement and professional growth of the staff in accordance with the school's mission statement, goals and objectives, and plan to improve student achievement.

The SIT shall:

1. Establish operational procedures for the SIT, which will include the election of SIT members, methods of reaching a decision, rotation of membership terms, recording of decisions, and election of officers.
2. Develop and implement a process for communicating and involving the total school staff, parent(s)/guardian(s) and community members.
3. Establish priority goals in specific aspects of student performance that are based on the school and District mission statement and goals.

The SIT may be involved in making decisions regarding:

1. Teaching strategies and techniques,
2. Grouping of students for instruction,
3. Use of instructional media and technology,

Section 7000 – Instructional Program

7910-R Site-Based Decision Making

7910-R-2

4. Use of available space and equipment to support instruction,
5. Site-based staff development programs,
6. Coordination of student services to support learning,
7. Involvement of parent(s)/guardian(s) and community members to support student achievement,
8. Scheduling of instruction and instructional time,
9. Allocation of discretionary moneys to support instruction,
10. Use of professional and paraprofessional staff for instructional delivery,
11. Supplementary learning experiences, and
12. Use of parent(s)/guardian(s), community members and students as tutors and mentors.

Other matters may come before the SIT as determined appropriate by the building Principal.

The building Principal will be responsible for delineating the role of the SIT on matters that come before it for consideration and for advising the SIT whether the matter is one which the SIT has authority to decide or whether its recommendation is advisory only. The scope of the SIT's authority will vary depending on the nature of the topic discussed.

Training

All SIT members will receive training in, group process skills to facilitate the team operations as resources allow.

Evaluation

The site-based decision-making process will be evaluated annually to determine its effectiveness. The evaluation will be based upon the success of student learning.

Section 7000 – Instructional Program

7910-R Site-Based Decision Making

7910-R-3

In addition to student achievement data, survey information from staff, parent(s)/guardian(s) and students will assess the climate of the school and the “learning atmosphere” resulting from the site-based decision making program. An annual report will be provided to the Board for review.

- a. The Board will require an improvement plan for SIT goals not met.
- b. A SIT that exceeds the learning expectations will be eligible for a school incentive grant to be used for instructional improvement.

Meetings

All SIT meetings will be open to the public unless convened in closed meeting or session to consider matters that require confidentiality as determined by the SIT. Meeting notices will be placed at a designated place in the school one week in advance of the called meeting. Each SIT will develop its own organizational guidelines to address matters not covered by Board policy or these regulations, including a procedure to convene a closed session. No decisions will be made in closed sessions. All organizational guidelines shall be provided to the Board for information purposes.

Conflicts with Board Policy

Step 1 The building administrator shall submit a letter to the Superintendent with copies to other central office administrators, if any, potentially affected or influenced by the proposed change in policy. Include in the letter: the policy title and code, a description of the restrictive policy language, the recommended policy language change(s), and the rationale for such proposed change(s).

Step 2 The Superintendent, any impacted central office staff and the building administrator submitting the request regarding the proposed change(s) shall meet within two weeks and explore ways of either working within the present policy, current administrative rules, regulations or guidelines, or changing it.

Section 7000 – Instructional Program

7910-R Site-Based Decision Making

7910-R-4

Step 3 If it is apparent that a policy change or a variance for the school site is the only proper course of action, the Superintendent shall submit: either the proposed policy language change or the variance request, along with the background information and rationale, to the Board for action at the next regularly scheduled Board meeting.

Step 4 At this step the Board has four options: (1) a variance may be granted for a defined period of time; (2) the policy may be revised; (3) the proposed policy change can be referred to the policy committee for further study; or (4) no action may be taken for a revision or variance.

If a variance has been granted or the policy revised, the building administrator shall monitor the change and provide information on a quarterly basis to the Superintendent and Board whether the change is accomplishing the original intent. All information shall be based upon objective criteria whenever possible.

As school improvement teams look at school reform, they should anticipate that Board policies, state law and negotiated contract language might need to be re-evaluated. In order to expedite change resulting from shared decisions at the building level, it is imperative that discrepancies be brought to the Superintendent's attention as soon as possible.

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 number of slots available in each, 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: September 17, 2007

LEGAL REF: MCL 388.1705, 1705c