

**7000—INSTRUCTIONAL PROGRAM**

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The board shall attempt to balance its educational program to provide for the varied needs and interests of each student in its schools. The board accepts the premise that the student is the center of the school curriculum and that the instruction program should be tailored to fit a child-centered program of education.

The board views the educational process as a comprehensive program which must be undertaken in cooperation with other institutions of our society and will seek to establish and maintain strong ties with parents and community programs.

#### Goals and Objectives

In prescribing courses of study for students during each year of the district's educational program, the board subscribes to the following major outcome areas which define the curriculum:

Basics for Survival - Skills, knowledge and attitudes which are the essential building blocks for all other learning;

Planning and Problem-Solving - Skills, knowledge and attitudes which help the learner think more productively;

Interpersonal Relationships - Skills, knowledge and attitudes which help the learner get along with people;

Physical Health - Skills, knowledge and attitudes that help the learner keep fit;

Mental Health - Skills, knowledge and attitudes that help the learner feel fit;

World Interdependency - Skills, knowledge and attitudes that help the learner understand and appreciate other people, how they live, and how their life styles affect the learner;

Employability Awareness - Skills, knowledge and attitudes that prepare the learner for employment;

Technology - Skills, knowledge and attitudes which help the learner be comfortable with and in control of machines and new scientific discoveries;

Distance Learning - Skills and an opportunity to increase educational resources; and

Life Enrichment - Skills, knowledge and attitudes which help the learner use free time well.

Academic Freedom

Academic freedom shall be guaranteed to students, and no arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas concerning man, human society, the physical and biological world and other branches of learning when pursued in accordance with board policy, rules and regulations or in the absence thereof, administrative approval.

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LEGAL REF: MCL 380.1282; 380.11 *et seq.*

The district is organized on a pre-K-adult plan.

The board may find it necessary to change the organization plan in order to operate the district more economically or to make more efficient use of available district facilities.

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LEGAL REF: MCL 380.1282

The administration, with the cooperation of the certified staff, shall develop a comprehensive curriculum pre-K-adult 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 regular 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

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

#### Materials

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

Financial

The board encourages the superintendent to continuously investigate 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 and Pilot Projects

Support for Concept of Research

The board recognizes the value of objective research and evaluation within ongoing educational settings. Research offers a yardstick for measuring the effectiveness of current educational practices, and ideally serves as a stimulant to the improvement of such practice. The board encourages submission of proposals for research and/or evaluation in the district.

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LEGAL REF: MCL 380.1282

The structure for curricular development and management will be as follows:

1. Building curriculum committee.

Each building shall develop a representative curriculum committee consisting of parents, teachers, administrators and, wherever appropriate, students.

The building curriculum committee shall provide the superintendent with the report of its activities. The building curriculum committee shall be responsible to:

- a. Assist in the evaluation of curricular practices within the school.
- b. Assist in the facilitation of curricular change within the building.
- c. Assist in the development of proposals for curricular innovation.
- d. Assist in the evaluation of learning materials and making recommendations for their adoption to the building administrator.
- e. Present all curriculum decisions to the district curriculum committee for approval.

2. The Willow Run district-wide curriculum committee

The representative committee for the school system is the Willow Run district-wide curriculum committee. This committee is appointed by the superintendent and consists of:

a. Membership

Director of curriculum, parents, administrators, a representative from each school, one representative of the WREA executive board, one representative of the minority affairs division of the WREA, one representative of the special education department, and voting members shall consist of the appointed representatives.

b. Responsibilities

Recommendations for the revision of curricular process and implementation shall be made by this committee to the superintendent for possible board consideration.

The committee also shall assist in the development of the following for submission to the superintendent and consideration by the board.

- a. System-wide curriculum guidelines.
- b. A system for resource adoption.
- c. Curricular guides where appropriate.
- d. An evaluation system for curricular effectiveness and quality.
- e. An effective system for processing curricular innovation.
- f. Programs for exceptional students.
- g. Review curriculum recommendation from the building.

#### 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 for pilot testing may:

1. Be planned to extend over a specific period of time;
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.

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 the board curriculum committee for study, and any recommendations of said committee shall be presented to the board for action.

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) whenever possible, develop a process to include a multi-cultural perspective into standard curriculum development for all subject areas;
- (b) whenever possible, develop procedures and guidelines for textbook selection which include multi-cultural 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 multi-cultural perspective; and
- (e) determine the impact of curricular materials with a multi-cultural perspective on student knowledge, appreciation, and respect for their own and others' cultures.

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The prime responsibility for ensuring multi-cultural 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 multi-cultural issues. The principal will further serve as a contact for providing resource persons and materials to the teaching staff.

Multi-cultural 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.

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.

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LEGAL REF: MCL 380.1282

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 the kindergarten through adult education;
3. Core curricular 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.

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, subject to board review, in advance of the school year in which the courses are to become operative.

#### Elementary Program

The district's elementary grades are established as grades Pre-K through grade 5).

#### Core Curriculum

The academic core curriculum in the district's elementary school(s) is comprised of the following subject areas: math, science, reading, listening, writing, geography, history, American government and economics.

#### Supplemental Curriculum

The board shall supplement the elementary core curriculum by providing instruction in the following areas as the financial resources of the district permit: P.E., music, art, media center activities.

#### Delivery of Curriculum

The board shall provide for the delivery of the core curriculum and supplemental program.

#### Exit Outcomes

The board has identified measurable exit outcomes for the district's elementary students. These exit outcomes are compatible with the district's educational mission, the board's goals and established performance objectives. The measurable exit outcomes are as follows:

- have the ability to contribute to and grow with an ever-changing technology based society;
- demonstrate the ability to be effective communicators;
- are flexible lifelong learners;
- are goal oriented, self-directed and accept responsibility;
- demonstrate creative thinking/problem solving;

- demonstrate responsible citizenship; and
- are concerned, caring, compassionate adults.

#### 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.

#### Middle School

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

#### Core Curriculum

The core curriculum in the district's middle school is comprised of the following subject areas: math, science, reading, listening, writing, geography, history, American government, economics, and technology.

#### Supplemental Curriculum

The board shall supplement the middle school core curriculum by providing instruction in the following areas as the financial resources of the district permit: foreign language, production, and other appropriate electives.

#### Delivery of Curriculum

The board shall provide for the delivery of the core curriculum and supplemental program as resources allow.

#### Exit Outcomes

The board has identified measurable exit outcomes for the district's middle school students. These exit outcomes are compatible with the district's educational mission, the board's goals and established performance objectives. The measurable exit outcomes are as follows:

- have the ability to contribute to and grow with an ever-changing technology based society;
- demonstrate the ability to be effective communicators;

- are flexible lifelong learners;
- are goal oriented, self-directed and accept responsibility;
- demonstrate creative thinking/problem solving;
- demonstrate responsible citizenship; and
- are concerned, caring, compassionate adults.

#### Outcome 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 through 12.

#### Core Curriculum

The core curriculum in the district's senior high school, alternative schools, and/or magnet schools is comprised of the following subject areas: reading, writing, math, science, geography, history, American government and economics.

#### Supplemental Curriculum

The board shall supplement the senior high core curriculum by providing instruction in the following areas as the financial resources of the district permit: foreign language, business, technology, yearbook and other electives.

#### Delivery of Curriculum

The board shall provide for the delivery of the core curriculum and supplemental programs as resources allow.

#### Exit Outcomes

The board has identified measurable exit outcomes for the district's senior high school students. These exit outcomes are compatible with the district's educational mission, the board's goals and established performance objectives. The measurable exit outcomes are as follows:

- demonstrate the ability to be effective communicators;

- are flexible lifelong learners;
- are goal oriented, self-directed and accept responsibility;
- demonstrate creative thinking/problem solving;
- demonstrate responsible citizenship; and
- are concerned, caring, compassionate adults.

#### 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.

#### Cocurricular Activities

Cocurricular 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 cocurricular 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 cocurricular activities program, suited to the needs of the students, in that particular building. Parents, students and faculty should be utilized in determining the type and range of activities to be offered.

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

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

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

#### Approval

All new cocurricular 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 reviewed at least annually to determine if its purposes are being fulfilled and if it is meeting the needs of the students of that particular building.

#### Student Funds

Funds remaining in accounts of student organizations which have been inactive for one year or in accounts of classes which have been graduated for one year shall be transferred by the board to accounts of other cocurricular organizations or to the district's general fund upon recommendation of the superintendent.

#### Provision for Six Credit Exemptions to Maximum Student Load

1. Full-time students at the high school (full-time is defined as enrolled and attending six classes/semester).
2. Maximum student load.
3. Students may earn a maximum of six credits per year at the high school. A six credit load represents a full six class enrollment for a period of two semesters.

4. It is recognized that students, at times, encounter difficulties in earning credits on the regular prescribed schedule for graduation. Therefore, a maximum of three credits per year may be taken over and above the maximum of six credits available in the day school, subject to administrative approval.

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LEGAL REF: MCL 380.1282 (Curriculum Determination); 380.1151 (Basic Language); 380.1152 (Bilingual Education); 380.1166 (Civics and Government); 380.1169-1170 (Communicable Diseases); 380.1174 (Culture of Minorities); 380.1170 and 380.1502 (Health Education and Physical Education); 380.1506 (Sex Education); 380.1170 (Alcohol, Tobacco and Drugs); 380.1174 (Contribution of Women); 257.811 (Drivers Education; AG Opinion #5659). State Board of Education Administrative Rules, R 325.1-52; 325.898 and 325.1491 (Communicable Diseases), and R 388.301-339 (Drivers Education); AG Opinion #5291, #5659; MCL 380.1289; 380.1316; 722.901-909

Work-Study Programs

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

Cocurricular 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 may 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 North Central Association for Secondary Schools and Colleges.

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 his/her building. Such rules shall list responsibilities of students and advisors or chaperones. 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 must be adhered to.

Homebound Instruction

Parents shall request homebound instruction from the building principal. The school nurse will contact the family to gather the necessary information. The nurse will also work with the physician upon permission from the family.

The application is also returned to the personnel office and a teacher is placed with the student.

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

The principal and/or the nurse then notifies the student's teacher and supplies the teacher with the student's status and the name of the homebound teacher.

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

The board recognizes the need to have its approved curriculum aligned with instructional materials, media, textbooks and technology in order to positively affect 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 student's 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.

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LEGAL REF: MCL 380.1277

The board may approve the use of district facilities for summer school programs for district students. These programs may be designed to provide remedial work, additional course work and enrichment of special programs for atypical students.

Fees may be charged, except where prohibited by law, to cover the costs of instruction.

Non-resident students may be accepted for summer school programs provided sufficient space is available. Such students may be required to pay an extra fee as set by the board.

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LEGAL REF: MCL 380.1282; AG Opinion #5641, #5656

Philosophy

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

The board desires to provide students and their parents 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 be able 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: 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; develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure to prevent in the dropout scenario; 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; encourage high risk students to participate in school activities in order to combat the school isolation common to dropouts; and communicate with parents 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.

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The board may 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.

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LEGAL REF: MCL 380.1282; 380.1596; 380.1301; AG Opinion #6271

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 and the director of special education 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.

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LEGAL REF: Rehabilitation Act of 1973, Section 504; Education for All Handicapped Children Act of 1975; MCL 380.4(2), 380.6(7); 380.1311; 380.1702; 380.1703; 380.1711; 380.1739(1); 380.1751; 380.1766; State Board of Education Regulations; R 340.1701-1809

The superintendent shall investigate and recommend programs which 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 education; student study teams; K-12 guidance and counseling curriculum; attendance policy and procedures; student discipline; and alternative programs.

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The board shall initiate remedial programs for those students who score unsatisfactorily on the Michigan Educational Assessment Program tests or other tests designed or used by the district to determine competency for promotion and/or graduation.

Such students shall be tested periodically to determine their competency and to ascertain whether or not they should continue in the remedial program(s).

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Eligibility

In order for a student to be eligible for driver education enrollment, the student must meet the eligibility requirements as established for all extracurricular activities.

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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.

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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.

Athletes strive to win, but winning is not the main goal. Striving to win, but winning honorably and by team work is the method of accomplishing the main purposes, which are:

1. Teaching sportsmanship and other good character building qualities.
2. Developing attitudes of team work and cooperation.
3. Giving legitimate vent to natural aggressive feelings.
4. Helping hold students in school.
5. Fostering student school spirit and morale.
6. Developing physical fitness.
7. Presenting a positive image of the district to the public.

General guidelines for the program:

1. The organization is:
  - a. The board controls all programs of the district.
  - b. Superintendent manages all programs for the board.
  - c. Superintendent delegates almost all athletic responsibilities to the athletic director who will manage his/her budget and purchases, but account to all principals, superintendent and board in accordance with the purchasing policy.
  - d. Athletic director is over all athletic programs, intramural and interscholastic. He/she will recommend coaches to the principals and superintendent, who in turn will recommend to the board. The board does the hiring in accordance with state law. The athletic director has charge of the athletic internal accounts.

- e. Athletic boosters is an organization of interested citizens who work in support of athletics. This is a public organization to assist the athletic program, but may not attempt direction of the coaches. The athletic director may be the executive officer of the athletic boosters. Their funds are managed by themselves and spent by their vote but accounted according to Michigan state laws, which requires an annual audit and justification with school district accounts. All purchasing will be received by the board.
2. The purposes given in the preamble of this policy would be best accomplished in a high school intramural program. Such a program will be developed and maintained.
3. As much as possible, summer programs will be planned for athletics and/or physical fitness for all interested students down to the 4th grade in cooperation with other local and township agencies.
4. All interschool athletic programs will be conducted after school or on non-school days. Intramural programs may be conducted during regular school hours providing all state requirements for instructional times are met.
5. During elementary and junior high athletic games, coaches will play all players in every game, except for disciplinary reasons.
6. Elementary athletic programs will be intraschool or intradistrict only.
7. Beginning in high school varsity athletics, an attempt should be made by coaches to play all team members, but the best combination to win, at the discretion of the coaches, will be played. However, scholastic standing and citizenship as well as athletic ability will be considered in forming the best combination.
8. Basic to the philosophy is that every student who enters an athletic program is to “stick with it.” Students should be encouraged to decide before the season to go all the way, or not start at all. This policy does not promise an easy life for athletes. It promises a system and purpose of long-range duration designed to win honorably.

9. Training rules, training hours, eligibility, definitions of membership on varsity and junior varsity, limitations on team members and all such regulations shall be proposed by coaches at the athletic council. Once adopted by the council, these regulations are in effect for that school year and must be reviewed and adopted for the next school year in May.
10. Coaches are hired primarily as teachers who like to coach on the side. A preference will be for men or women who are qualified and desire to both teach and coach.
11. All coaches hired are to adhere to the intent and philosophy expressed here. This is the method of gaining some degree of stability and permanence in spite of changes of coaches.
12. Manner of making suggestions, expressing concerns, or appealing:
  - a. By members of the team. It is recommended they talk it over with the coach and talk it over with the athletic director. Further appeals may be made in writing to the principal, athletic council and superintendent. If the matter is very serious, it may be appealed beyond that to the board.
  - b. By coaches - direct to the athletic director. Appeals may be made in writing to his/her principal, athletic council, superintendent and board, in that order.
  - c. By citizens of the district. Concerns should be made first to the coach involved. Appeals may be made to the athletic director and then in writing to the principal, superintendent and then the board, in that order.
  - d. Procedures described above may be deviated from only if the persons involved are in agreement with the method to be used to settle the grievance.
13. Amendments to this policy may be made only by written request addressed to the athletic council. Amendments may be proposed by any citizen, coach, administrator, board member, or student. Those proposals approved by the athletic council will be presented to the board. If adopted by the board, then they are implemented.

The recognized values to be gained from properly supervised extra-class activities are to provide students opportunities for growth experiences not provided in classroom activities.

No school sponsored organization shall be permitted practices which exclude participants and/or members on the basis of irrelevant factors such as race, religion, sex, age, marital status, or national origin. Any organization charged with such practices may be required to adopt an affirmative action program adequate to demonstrate compliance with this policy.

School activities sponsored by outside organizations occurring within the context of the regular school day shall be carefully scrutinized and reviewed and shall be permitted only if such activities advance the educational goals and objectives promulgated by the board.

Full Participation - No Cut

Each student shall be offered an equal opportunity to be a member of a school's interscholastic athletic team. Consequently, the board endorses a "no cut" philosophy for the district's middle/junior high and high school athletic teams. The superintendent shall develop written procedures for implementation of this policy.

Approved: September 14, 1995

LEGAL REF: MCL 380.1289; AG Opinions #4795 and 6352; and rules and regulations as published by the Michigan High School Interscholastic Athletic Association

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 athletic policy established by the MHSAA, approved by the board and published in the student handbook. Students who are members of athletic teams represent themselves, their school community, parents 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 not only by games won and lost, but their effect upon the development of the character of the athlete and attitude toward the school, the team and teammates, and academic achievement of the athlete.

#### League Membership

Membership of the district in an interscholastic athletic conference or league shall be subject to board approval upon recommendation of the superintendent, building principal, and the athletic director. 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 in any way affect 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. The principal, through the superintendent, shall make recommendations as to the action to be taken and provide the board with background information and rationale for the recommendations.

Coaches

It shall be the board's policy 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 to coaching staff positions and shall so inform the board.

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 or guardian. Parent's consent will not be necessary for students who have reached their 18th birthday. 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 and middle school as a member of the Michigan High School Athletic Association and to 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.

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

The adult program is intended to be self-supporting through tuition fees and/or state and federal reimbursement.

Community School Program

The community school program is designed to provide all residents of the district with a place to meet and to share common interest and hobbies. By using schools after “normal” school hours, anyone can use the facilities as a social center, as an area to extend interests or develop new ones, and as a place to learn skills which will help them in everyday living.

The community school program courses are non-academic. High school and college credit is not given.

The program is committed to involving all citizens of the district and surrounding area, in a school setting for enjoyment and learning. They may take advantage of the many and varied facilities of the schools. The community school program is constantly changing to meet particular interests. If community residents show an interest in any specific area, an attempt will be made to find and instructor and offer the class.

Objectives - Community School Program

The general objectives of community education shall be those contained in the statement of educational principles adopted by the board. The administration is charged with the responsibility to develop and implement specific objectives designed to provide appropriate adult educational opportunities for the citizens of the community.

It shall be the responsibility of the administration continually to evaluate the program offerings, staff, materials, equipment, supplies, facilities and fee schedules to insure their compatibility with the needs of the adult community and the means of the district.

Equipment, Supplies and Facilities

Where feasible, the educational equipment and materials used shall be owned by the community school, otherwise equipment of the day school program may be used on a non-interference basis with repair or replacement guaranteed from community school funds.

Similarly, the physical facilities of the district shall be available to the community education program as agreed upon with those holding the primary responsibility for the various buildings and on a non-interference basis. When necessary, other facilities may be utilized.

Registration

Programs will be designed so as to draw local residents into the community education program. Primary consideration will be given to the needs of the local residents and they will be given the first opportunity to avail themselves of the opportunities afforded them through community education.

However, when classes are run in conjunction with other districts, registrants from all involved districts will be given equal considerations.

Finally, registrants from any surrounding areas will be given the opportunity to enroll in the programs provided that it is no hardship upon residents of the district.

Financial Support

The community school budget and the fee structure shall be the responsibility of the superintendent, but it shall be prepared by the coordinator with the aid of his/her committee. Funds to support this budget may be drawn from course fees; materials fees; local, state and federal education funds; and from local municipal sources.

Adult Education Requirements

**Residency:** A student must earn one full credit (120 hours of instruction) to earn a diploma through the consortium adult education program. Any previously earned credit in a consortium district will count toward establishing residency.

If the student wishes to transfer credit earned to another district, it is the student's responsibility to secure the necessary approval from the receiving district.

**Admission:** The adult high school completion program is available free of charge to all adults wishing to complete their high school diploma. Any person 16-19 years wishing admission must meet the following requirements:

1. He/she will have been out of a regular day high school program for a minimum of one full semester, unless special permission has been granted by the high school principal and the director of adult/community education. This permission will be granted only when the two administrators are in agreement that the adult education program will meet the needs of the student and he/she is mature and responsible enough to succeed in the adult program.
2. If his/her class has not graduated, the student must secure a release signed by the home high school principal, the parent, and the director of adult/community education.
3. If a student is currently enrolled in a full-time day program and needs additional credits to make up for a credit deficiency, the release must be secured and tuition will be charged.

**Attendance:** Attendance is crucial to any program of instruction. However, it is recognized that adult students have many demands on their time which may make class attendance difficult at times. Therefore, the following policy has been established for adults attending the high school completion program:

After missing six hours of classroom attendance, a written warning will be issued.

After missing 10 hours of classroom attendance, the student may be dropped from the class unless arrangements have been made with the teacher, counselor, or director of adult education to make up missed assignments and/or course requirements.

In no event will credit be granted after 20 hours of absence.

Minutes of tardiness may be accumulated and applied toward hours of absence.

Adult Education Consortium Graduation Requirements

The board established the following requirements for graduation from the adult education high school completion program:

- 3 credits of English (including a minimum of one-half credit of speech, one-half credit of composition and one-half literature)
- 2 credits of mathematics
- 1 credit of science
- 2 credits of social studies (including one credit of American history)
- 1/2 credit of American government
- 1 credit of computers
- 1/2 credit of health
- 10 credits of elective courses
- 20 credits total

Approved: September 14, 1995

LEGAL REF: MCL 388.1421; R 340.6-R 340.7; AG Opinion #5656, #6147

Each building principal shall organize the building for instructional purposes in a manner compatible with these policies/rules generally and in cooperation with the superintendent or curriculum specialist.

#### Class Size

Student-teacher ratios in the district will be determined by class enrollment, teacher availability, budget limitations, facility utilization and the negotiated master agreement.

#### Scheduling for Instruction

Class schedules shall be developed each year in accordance with the needs of the students and these policies generally.

#### Student Schedules

Students shall be enrolled in classes which conform to the master class schedule.

#### Independent Study

The board advocates a program of independent study.

#### Grade Placement

A student's grade placement at the high school will be determined by the number of credits that the student has earned prior to the beginning (of the first day of) school in September each year.

<u>Grade</u>	<u>Credits</u>
10	3 of 5
11	7 of 10
12	12 of 15
To graduate	17 of 20

This policy remains in effect throughout the duration of the five period day at the high school.

Students who find that they are deficient credits may attend summer school to make up credits.

Students wishing to transfer in outside credits may do so and have these placed on their transcript, but their grade level status will not be accelerated.

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LEGAL REF: MCL 380.1282

Scheduling for Instruction

Grades 8-11 will conduct pre-enrollment activities in the spring of each year. The administrative team will develop and coordinate pre-enrollment activities each year in such a manner as not to disrupt the education process of any student for prolonged periods of time.

Student Schedules

The building principal and counselor will make every attempt to schedule students in the classes desired by the students.

Independent Study

The building principal, together with the faculty, shall develop guidelines which outline the framework of an independent study program. The building principal and faculty shall also develop criteria to be used in the selection of students to participate in an independent study program.

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.

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, except in unusual situations, be used for at least five years.

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

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

The superintendent shall develop administrative rules outlining a procedure to select textbooks which 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 board's policy on PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS. (Cf. 7400-R)

#### Use of Textbooks

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

#### Deposit on Textbooks

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

#### Technology

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

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

Approved: September 14, 1995

LEGAL REF: MCL 380.1421-1422; 380.11 *et seq.*; R 390.1105(2)

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.

Textbook Selection and Adoption

Curriculum review is a three-stage process—review, pilot, implement. The process is designed to give the teachers of a curricular area maximum input and to facilitate communication and articulation between grade levels. The end product of this process is assumed to include the adoption of commercially produced materials and a philosophy for their use.

1. Timeline for curriculum review:

All phases of the curriculum are reviewed every six years.

2. Formation of review committee:

The review committee is composed of representatives from every grade level affected, building administrators and community representatives.

The review committee members are responsible for:

- a. representing their special interest groups.
- b. serving as a liaison to those special interest groups.
- c. previewing materials.
- d. determining pilots.
- e. making recommendations to instructional council.
- f. developing inservice.
- g. designing a curriculum guide.
- h. helping develop district policies and revisions of the curriculum guide.

3. Evaluation of current program:

The committee designs a staff survey which evaluates the strengths and weaknesses of the current program and asks futuristic questions as to the desirable

characteristics of a new program. Surveys are tabulated on a district-wide basis and a grade level basis. Results are shared with the committee and general conclusions are drawn. Sometimes it is necessary to follow this step with grade level or department meetings for further clarification. If applicable, committee members share their views on use of the current curriculum materials.

4. Review of test results:

A presentation is made to the committee reporting the current test data (CAT, MEAP) and the committee is given a historical perspective of these test scores. The committee then discusses the results and determines what implications the results have on the curriculum to be reviewed.

5. Professional development activities and review of research:

Committee members are given a variety of articles, journals and books to read. These materials are representative of the most current thinking and research available. Individuals who are recognized authorities are sought to speak and interact with the committee. Provisions for members to attend professional conferences are made whenever possible.

6. Criteria for program selection:

Based on the review of test results, staff evaluations and current research, the committee develops a district philosophy and curriculum criteria.

7. Preparation for review of current series:

While the committee is reviewing the current program, publishing companies are notified of the curriculum study and requests are made for complete examination sets of new materials. It is important to get copies for every grade of the teacher's edition, student text and other supplementary materials which might be adopted.

Once a criteria for selection has been developed, some series may be eliminated because of grade level span, copyright date or other specific criteria.

8. Review process:

Committee members are asked to review the series and fill out an evaluation.

At each meeting, evaluations are shared in a round-robin format consecutively by grade level. Next, committee members are asked to rank order the series they have previewed from most favorable to least favorable. Each time evaluations are collected, a written tabulation of all levels is completed and returned to committee members.

9. Decision for pilot:

The committee narrows its focus to three or four programs. These three or four programs will then be sent to the different buildings for the teachers' review. The teachers will give input to members of the review committee. An in-depth evaluation form is prepared. Committee members review the series a second time, listen to company presentation, ask questions of the company representative or consultant and fill out an evaluation. Evaluations are tabulated and based on the results, two programs are selected for pilot.

10. Choosing pilot building and staff:

Committee members discuss with their building administrators the desirability of involving their building in the pilot. Pilot sites are selected. With the building administrator's help, a staff meeting is held for those teachers who are interested in working with a pilot series. The meeting consists of a brief history of the study, a description of each pilot program and a discussion of the responsibilities of a pilot teacher. The pilot teacher responsibilities include attending program inservice and monthly pilot staff meetings, filling out periodic evaluations on series, planning inservice and helping design a curriculum guide.

11. Pilot staff inservice:

Each pilot staff is inserviced by the publishing company representative on program philosophy and use of materials. District consultants inservice staff in transition plans for teachers, students, parents and discuss pilot evaluation design and timeline.

12. Format for pilot meeting:

Separate pilot meetings are held monthly. Each meeting focuses on a specific part of the program, e.g. teacher's edition, student text, evaluation, individual needs and individual skill strands. Evaluation forms for each focus are filled out by the pilot staff and shared round-robin style at each meeting. Evaluations are collected and responses tabulated. These tabulations are returned to the pilot staff. On occasion, company representatives are invited to attend pilot meetings.

13. Decision process:

At the beginning of the second semester of the pilot year, the review committee reconvenes. Pilot evaluations are reviewed and a timeline for making a decision is agreed upon. Review members design a final evaluation form to be completed by each pilot teacher, along with a list of questions.

Meetings are held with each pilot staff to discuss the final evaluation tabulation, to allow time for pilot members to explain the program to their respective grade level representative and to discuss the questions prepared by the review committee. The review committee makes its final decision based on a cost analysis including maintenance costs, a comparison of student achievement as determined by pre- and post-test scores on CAT pilot teachers' final evaluation, and personal impressions of each program. The final recommendation must be a consensus decision.

This recommendation is then shared with the instructional council. Then the instructional council will make a final recommendation to the board.

14. Writing of curriculum guide:

The review committee, in conjunction with the selected program's pilot staff, writes a curriculum guide. The guide includes the district philosophy, objectives per grade, minimal instructional emphasis (minutes per week, per grade), suggested pacing, record-keeping ideas, correlations with MEAP or other subject areas if appropriate, and other pertinent materials.

15. Staff inservice:

The review committee and pilot staff design the initial staff inservice. Components include:

- a. a general overview of the program and its philosophy by a company representative.
- b. grade level sessions led by the pilot teacher and the grade level review committee members. The pilot teacher walks the teachers through the materials and gives practical suggestions for their use and any necessary transitional helps. The review member discusses the contents of the curriculum guide and gives an overview of the guide's use.

16. Board presentation:

The assistant superintendent and representatives from the review committee and pilot staff present the recommendation for adoption to the board. The cost analysis, student achievement information and teacher evaluations are shared. Major strengths of the program are outlined. The curriculum guide is explained along with plans for staff inservice.

## 17. Continued staff development and support:

During the implementation year and subsequent years, the following activities are provided to help the teachers use the program effectively:

- grade level meetings
- speakers
- newsletters
- conferences
- special workshops
- meetings with company consultants

As instructional leaders of their buildings, principals and other administrators receive the following help:

- principal's workshops

- monitoring suggestions
- parent communication suggestions
- staff meetings and grade level meeting agendas
- support services from consultants

18. Communications:

Parents are informed and involved through:

- parent representatives on the committee
- newspaper releases
- school bulletins
- radio broadcasts
- PTA presentations
- parent-teacher conferences
- parent letters that accompany programs
- parent volunteer efforts in the school

Board members are informed through:

- presentations at board meetings from assistant superintendent

Administrative and teaching staff are informed through:

- committee representation
- periodic updates from consultants
- pilot teachers within buildings
- newsletters

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 fairly 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.

Deposit on Textbooks

Upon purchase of new textbooks, the books will be stamped with the school name, date of purchase and numbered sequentially by series and not by classroom with four digit numbers. This same procedure applies to books already in use if they are not already stamped with the above information.

Prior to issue, textbooks will be valued according to their condition. Each book, when new, is deemed to have a life of five years and its value is deemed to depreciate 20% of its replacement cost each year through the first four years through normal use. For example, a book whose value is \$5 when new will be valued at \$5 during the first year of use, \$4 during the second year, \$3 during the third year, \$2 during the fourth year and \$1 during the fifth year. Any book which remains in use after five years shall be deemed to have a salvage value of 10% of its replacement cost until it is discarded.

Except in cases of hardship, a book deposit fee will be required for each student at the beginning of the school year according to the following schedule:

Grades K - 3	\$ 0.00
Grades 4 - 5	\$ 5.00
Grades 6 - 12	\$10.00

Parents or guardians may make written application to the school principal for hardship exemption. The principal will allow the exception and waive payment of the fee in the following cases:

1. The student falls under the federal family income criteria for free and reduced price lunches.
2. The student is a ward of the court.

Procedure

1. Deposit of fee or approval of exemption may be made at the principal's office on or before the tenth school day of the school year or the tenth day after the student has enrolled. Deposits are to be recorded in the receipt book.
2. Generally, textbooks will not be issued until the deposit is paid or the exemption is approved. All books issued to students must be recorded so that it can be readily determined who has which book.
3. All schools will be given three part receipt books to be used in collecting the deposits. A receipt goes to student (person paying) with a copy to the business office and a copy to remain in building.
4. Teachers are to issue the books and are to record on forms provided the data needed, i.e., book name, number, condition, year, etc.
5. Students in all grades will be refunded at the end of the school year after the teacher has collected and checked the condition of all books, recorded findings, and sent his/her findings to the principal.
6. The principal or designated assistant principal must determine which students are to receive a refund or are to lose all or part of the deposit. During the school year the business office will issue refund checks for all students in the elementary and secondary schools after receipt of the principal's determination. At the end of the school year, secondary schools will refund in cash while elementary school will continue to have refunds handled by check.

7. The amount deducted from the deposit fee and retained by the school will be determined by considering abuse and loss.
8. A copy of the listings from each class must be submitted by the principal to the business office with the amount paid by each student indicated. If a student does not pay, the reason he/she was excused must be indicated by the principal (only two reasons - ward of court or federal guidelines for free and reduced lunches). This list must be turned into the business office no later than the second Friday after Fourth Friday of the school year.
9. Each school account will be maintained separately at the business office.
10. There will be no deductions made nor will the fee be returned until all texts in possession, issued to the student, are returned.
11. If a book is lost or obviously mutilated, the replacement value of the book will be deducted from the responsible student's deposit fee and retained by the school system in the account of the particular school where the student is enrolled. In cases of obvious destruction or damage of textbooks, the teacher is required to report the case to the principal.
12. All amounts deducted for damaged, destroyed or lost textbooks must be separately accounted for and certified to the business office. A list of students to whom fees will not be refunded as well as the amount and reason for the failure to refund must be provided to the business office as well.
13. At the beginning of the school year, each building will be notified as to the amount remaining in its individual account. These funds will be given to each school, in addition to its per pupil allocation, to be spent on textbooks.
14. No further refunds on book deposit fees will be made or requests accepted after June 30 except in emergency situations. The following routine inspection should be made:
  - a. The book number should be checked with the record to be sure the student had the same books issued to him/her at the beginning of the year.
  - b. In assessing the book for damage, the matter should be talked over with the student. He/she should be made to understand the necessity of keeping books in good condition.

The principal 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 of time, should be designed to provide for personal growth and should be adequate for those engaged in independent study.

The instructional material center should contribute directly to the nature and quality of the learning environment in the modern school by providing materials and techniques necessary for independent research, enrichment and enjoyment. The focus is on facilitating and improving the learning process—with emphasis on the learner, on ideas and concepts rather than on facts, on inquiry and problem solving rather than on routine memorization.

The instructional material center aids the teacher by making all learning materials and resources available in one central location and providing him/her with the specialized knowledge, resources and services of a media specialist. Because no one can predict when the “teachable moment” will occur, instructional material center should be open and available for use by students and teachers at all times and not closed down with scheduled classes.

By the end of the elementary school, each student would achieve the goal of becoming an almost independent user of the school instructional material center—a self-motivated individual with the skills to find knowledge and apply it.

Objectives of the Instructional Material Center

For students:

1. Provide individualized learning experience.
2. Provide varieties of materials to enrich learning.
3. Teach skills necessary for finding and using information.
4. Provide experiences which make library use enjoyable.
5. Provide reading guidance.

For teachers:

1. Confer with teachers and help plan units of study which will include the utilization of all available media materials.
2. Provide enrichment materials (both print and non-print) for use in teaching subject units.
3. Conduct in-service sessions to acquaint teachers with what materials are available for their use.
4. Involve the teachers in evaluation and selection of materials for acquisition.
5. Make available to the faculty an adequate collection of professional books and magazines.

Criteria for the Development of Media Center MaterialsCollection 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 each building.

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.

#### 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, parents and the general public.

Approved: September 14, 1995

LEGAL REF: MCL 380.1274; 380.1422; 380.11 *et seq.*; 15.231-246; 397.601-605

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 through 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 through 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 and/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 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.

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 building principal, within budgetary limits.

Authority

The board authorizes the district's trained personnel to make selections 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 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 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 finds to be objectionable.

Should the parent 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 that a complaint has been registered.

When the form has been completed and returned, the curriculum director will investigate and utilize the district-wide curriculum committee for input. 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 on the basis of 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 written report to the superintendent; and

To send the complainant copy of the written report.

If the complainant is dissatisfied with the decisions, an appeal of the decision may be made to the superintendent. The report shall be discussed with the board by the superintendent.

Sample

CITIZEN'S REQUEST FOR RECONSIDERATION OF CURRICULUM MATERIAL

Book or other material

Author (if known)

Publisher (if known)

Telephone

Address

City

State

Zip Code

Complainant represents himself/herself , Organization

(Identify other group)

1. To what in the material do you object: (Please be specific; cite pages or items.)
2. What do you feel might be the result of using this material?
3. For what age group would you recommend this material ?
4. Is there anything good about this material?
5. Did you read or view the entire material? What parts?
6. Are you aware of the judgment of this material by literary critics?
7. What do you believe is the theme of this material?
8. What would you like your school to do about this material?

Do not assign it to my child.

Withdraw it from all students as well as my child.

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

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

Signature of Complainant

The board shall maintain a library in each of the school buildings in the district. Clerical assistance may be provided by the board when recommended by the superintendent.

The board shall provide, within financial resources available, supplies and purchase additional books, encyclopedias, dictionaries, and periodicals as needed in keeping with standards of the North Central Association and the University of Michigan Bureau of School Services.

The library, in addition to containing written materials, shall contain audiovisual materials and equipment.

The superintendent is delegated the responsibility of determining the rules and regulations for the use of library materials in the school libraries within the district. In developing these rules and regulations, the board recommends that the superintendent secure input from library personnel and other staff members who may be involved in the use and/or administration of the libraries.

The board delegates the responsibility for selecting library/media center materials for inclusion in a library's collection to the superintendent, who may further delegate this responsibility to the district's professionally trained personnel. Students and parents may be consulted for recommendations of instructional resource materials consistent with the policy of the board and the requirements of the curriculum. Final decision on purchasing rests with the superintendent.

Unless ordered by a court after giving the library notice of a request and an opportunity to be heard thereon, no school official, including the librarian or employee of the library, shall release or disclose a library record or portion of a library record to any person without written consent of the person identified in that record.

For the purpose of this policy, a library record shall be defined as a document, record, or other method of storing information retained by the library, that identifies a person as having requested or obtained specific materials from the library. Non-

identifying material that may be retained or used for the purpose of studying or evaluating the circulation of library materials shall not be considered a library record.

It shall further be understood that library records as defined above are not subject to disclosure under the Michigan Freedom of Information Act.

The superintendent is authorized, in cooperation with library personnel, to develop procedures and forms for requesting library records and consenting to their release.

Approved: September 14, 1995

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

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

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

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

Approved: September 14, 1995

LEGAL REF: MCL 380.922

Distance Learning

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

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

The superintendent and staff will develop and implement a plan and procedures in order that the district's distance learning equipment may be used to its fullest potential, i.e., students, staff, board and community.

The board recognizes that the constant technological changes make computer instruction essential to the development of fully functional citizens of an information-based society. The board holds that the district is accountable to prepare students for this ever-advancing technological society.

The computer instruction program is to accommodate the following goals:

1. To use the microcomputer to develop computer literacy for teachers.
2. To use the microcomputer to develop computer literacy for students.
3. To use the microcomputer to provide another medium through which students learn curriculum content.

The program will be implemented as follows:

1. Provide district staff computer training in-service on a scheduled basis for volunteer staff participants.
2. Provide each building with computers to be available to staff for instructional use.
3. Require each principal to establish a check-out system that makes the computers available on a regularly scheduled check-out basis to teachers who are trained in using the computer as an instructional tool.
4. Require each building principal to designate a secure storage place for computers and equipment.

Parents will be timely informed of the introduction of computer instruction in the curriculum. They will be provided information about home study products that are compatible with the district's instructional program.

Approved: September 14, 1995

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 14, 1995

LEGAL REF: MCL 691.1505

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 in advance by the superintendent.

Field trips and excursions are encouraged when a reasonable educational objective can be established. All overnight trips are to be approved in advance by the board. Rules and regulations regarding educational field trips shall be developed by the superintendent.

Approved: September 14, 1995

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

Field trips are one of the better methods of teaching. Used properly, the field trip gives the student an experience he/she never forgets, and provides him/her a real life basis for learning. To be worthwhile and justifiable, the field trip must be educational. Since any new experience is educational in a sense, it must be related to the curriculum. This relationship should be made apparent by pre-trip preparation for the field study and post-trip follow up to be sure that educational gain was achieved.

Field trips on school time are not a lark used to reward students except in unusual cases. Yet if the schools consistently hold all trips in May, it would appear to the public that the trips were not more than an end of the year lark and that this was not a justified use of public funds or property. Therefore, teachers are requested to plan their field trips for any month other than May or June—but in cases where the trip is obviously part of the curriculum and must be in May or June, it will be permitted. In any case, the point here is that field trips are a part of the curriculum, not extra.

#### General Guide and Regulations Relative to Field Trips

- A. Field trips in kindergarten, first grade, and second grade should be confined within a reasonable area and, if possible, not all-day trips. The small ones tire quickly. This requires use of teacher's judgment. Reasonable distance is defined as one in which students can leave and return to school within a normal school day with no more than an hour bus ride each way.
- B. Upper grades should plan field trips within the day, not overnight. Trips longer than a school day require more than the usual careful planning and consideration for bus stops on travel time over an hour.
- C. Secondary teachers need to plan trips well enough that all other teachers whose classes will be effected will be notified in ample time to plan their own classes.
- D. All trips on school time should be educationally justifiable. This means a definite relationship to the curriculum.
- E. Because of the appearance of "end of year larks" that too many May and June trips cause, only trips planned early in the school year as part of the curriculum may be held in May or June. This planning includes a note to the director of curriculum explaining the trip.

- F. There may not be more parents than one to every five students on the bus. This is a State ruling—not the district's. The State recommends one adult to seven children as maximum wherever possible. More parents may accompany buses by car.
- G. Parental permission should be secured before a student may leave on any trip on school time. At other times, permission notes are the sponsor's option.
- H. Notice of the trip should be given to the supervisor of transportation not less than five days previous to the trip. There are occasional reasons for exceptions to this which only the supervisor of transportation can allow.
- I. Limit: There is no limit on the number of trips except that which is put on by the building principal according to budget structure.
- J. By State law the driver of the bus has complete charge while the bus is en route. The teacher should keep order on the bus to the satisfaction of the driver. In addition, the bus should be left clean when the trip is over.
- K. Possible follow up activities after a field trip as suggested by experienced teachers in the district are:
  - 1. Thank you notes to the parent helpers.
  - 2. Taking care of live specimens collected.
  - 3. Exhibits in miniature.
  - 4. Charts and posters.
  - 5. Written reports.
  - 6. Talks-perhaps to other classes.
  - 7. Pictures and photography exhibit.
  - 8. Dramatization.
  - 9. Movie or slide projection on the same subject.
  - 10. Supplementary reading.
  - 11. Scrapbooks.
- L. Trips should be scheduled in the master schedule book in the maintenance transportation department.

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 counselor shall perform guidance services within the guidelines of district philosophy and established policies of the board.

The guidance and counseling services of the district shall be available to any student.

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.

Approved: September 14, 1995

LEGAL REF: MCL 380.1233; Family Rights and Privacy Act

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 himself/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 or guardian, 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.

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

Approved: September 14, 1995

LEGAL REF: MCL 380.1282; 380.11 *et seq.*; AG Opinion #5879

Grades represent an evaluative system that is used by the school to communicate academic performance. In order to promote effective communication and consistent record keeping, the following is the grading system:

A-Superior/Outstanding	Represents the best category of scholastic achievement
B-Good/Above Average	Represents good work
C-Average	Represents average academic work
D-Below Average	Represents lowest quality of work for which credit is given
E-Failure	Represents insufficient academic achievement/unsatisfactory work
F-No Credit	Indicates no credit because of insufficient attendance
G-Credit	Credit - Not computed in the G.P.A.
I-Incomplete	Work not completed - no credit
W-Withdrawal	Indicates that student is no longer enrolled

The following is the guideline for percentage chart of letter grades:

- A - 90% through 100%
- B - 80% through 89%
- C - 70% through 79%
- D - 60% through 69%
- E - Below 60%

Grades during the marking period are averaged to arrive at a grade which is printed on the report card. Three marking period grades and the final exam grade determine the semester grade. Only the grade is recorded on the student's permanent record.

The board recognizes meaningful homework as one important phase of good teaching. It extends the opportunity to both reinforce and enrich school experiences. It can foster initiative, the ability to work independently and, through the early enhancement of self discipline and development of sound work habits and the ability to budget time, it can encourage a lasting, life-long interest in learning. Homework also strengthens the link between home and school by keeping the parent aware of the school program and the child's progress and, in many cases, can actively involve the parent in the learning experience.

Finally, homework should not, in general, be used as punishment. Special homework might be used to compensate for work not done at the appropriate time. And sometimes a special homework might involve a study of the offense itself. But conventional homework should never be confused with any process of punishment.

Approved: September 14, 1995

LEGAL REF: MCL 380.11 *et seq.*

The board does not feel it is necessary or desirable to establish any absolute minimum or maximum quantitative homework requirements. The board would note, however, that the average U.S. child first encounters homework in the third grade, that the average U.S. elementary student is expected to do 0.9 hours for each 5.9 hour school day, and that the average U.S. secondary student is expected to do 1.8 hours of homework after each 6.4 hour school day. Marked deviations from these averages should be examined with some care. Excessive homework may deprive a student of other worthwhile experiences while insufficient homework deprives the student of worthwhile academic experiences.

Yet the quality of homework is of greater importance than the quantity. It should not be simple busy work and its importance should be evidenced by the manifest attitude of the instructor. It should provide a challenge worthy of respect. A method of specific assignment is crucial, as is the evaluation. Both instructor and student appraisals are appropriate and the finished homework may often be profitably employed within the classroom. Homework should be varied, with opportunities for observing, collecting, discovery, research, memorizing, constructing, creating, practice, drill, etc. A second significant gain is in the learning of the processes themselves as well as the content such as learning how to use resources, learning how to memorize, and especially learning how to use time effectively and to establish one's own standards.

The board recognizes that the general purpose of classification is to place students in that group where they make the best possible scholastic and social adjustment. The natural consequence of classification on the basis of chronological age is a normal year-by-year progression into the successive grade.

The board recognizes the educational need to retain selected students in their present grade who deviate widely from their present group and whose school adjustment is thus seriously disturbed. At the secondary level when a student is making less than a satisfactory adjustment to his/her grade level, the student may be directed to repeat all or part of his/her work. In cases where retention is necessary, it shall not be used as a punitive measure, but rather as an approach to improve the educational, social and emotional growth of the student. Neither shall consideration for special education placement govern decisions regarding either retention or promotion. When it is determined that a student is experiencing difficulties in school that may lead to a recommendation for retention, the following persons must be involved in formulating that recommendation: the student's teacher(s), the building principal and the director of curriculum. Parents who are in disagreement with the proposed retention may request a hearing of the retention review board for the final decision.

Approved: September 14, 1995

Students seem to do their best work in school when they are placed in a grade with other students of their same chronological age. However, it is occasionally desirable for a student to be placed in a grade above or below his/her actual chronological age because of maturity, mental ability, health, background or other factors. The rules regarding these students are as follows:

1. It is recommended that most adjustments in student placement be accomplished in the kindergarten, first, second, or third grades; however, grade placement at all levels shall be flexible, with the student's optimum progress and adjustment being the guiding criteria in all cases.
2. The decision as to student placement (retention or acceleration) shall be mutually agreed to by the school principal and the director of curriculum in accordance with the procedures outlined below.
3. The decision should be made after careful consideration of the following factors:
  - a. Physical Maturity
    - (1) Chronological age
    - (2) Physical size
    - (3) Physical development - delayed by poor health, coordination, speech
    - (4) Attendance
    - (5) General health
  - b. Social and Emotional Maturity (in school environment)
    - (1) Social adjustments: playmates, social group
    - (2) Ability to communicate orally
    - (3) Student's feelings of confidence
  - c. Academic Achievement
    - (1) Scores made on intelligence and achievement tests
    - (2) Teacher evaluation of student's ability
    - (3) Academic expectancy (in terms of age and ability)
    - (4) Breadth of background

- (5) Student's willingness to take on new learnings (effort-attitudes)
  - (6) Maturity of student's judgments
  - (7) Student's general alertness - interest
  - (8) Instructional environment
- d. Reaction to Placement (emotional status)
- (1) Home and family influence (home environment)
  - (2) Parent reaction to placement
  - (3) Student's reaction to placement

Procedures to be followed in special promotion or non-promotion shall be as follows:

1. When the teacher first feels that a particular student's problem can be improved by special grade placement, he/she should bring the matter to the attention of his/her principal and discuss it during the building child study team meetings.
2. Any teacher who feels that a student should be considered for special promotion or non-promotion must confer with the principal prior to conferring with the parent. The parent must be conferred with by the teacher and principal between December and April to gain their help and to prepare them for special promotion or non-promotion. Nothing should be said at these conferences that would indicate to the parent that a decision has been made.
3. Following consultation with the parents and prior to March 1 for elementary students, April 1 for secondary students, a "Preliminary Analysis to Recommend Special Promotion or Non-promotion" report should be completed, signed by the teacher and the principal and submitted to the director of curriculum. Nothing referred to above should prevent immediate action in special cases where it is felt the student would benefit from a reassignment at once.
4. The director of curriculum will review the recommendation to determine whether any special information is necessary. Informal conferences with the student's teacher or principal, or special testing of the student may be advisable.

5. After review by the director of curriculum, the report will be returned to the school of origin indicating recommendation. At this time, the principal and assistant superintendent will make the final decision regarding placement. Where mutual agreement is not possible, the final decision will be made by the superintendent.
6. If special grade placement seems to be in the best interests of the student and the school, the parents will be notified by the principal of the school's recommendation. This notification must occur before April 30.
7.
  - a. If the parents do not agree with the school's recommendation, they may request a hearing before the retention review board. If requests are submitted, they must be made in writing to the building principal four weeks prior to the end of the school year. All hearings must be completed prior to the last week of school. Parents will be notified of the retention review board's decision at the time of the hearing. A written letter stating this decision will follow.
  - b. The retention review board will consist of building principal, one central office administrator and one upper and one lower grade teacher from each north and south side to serve alternate areas.
8. Special education eligibility and programming will be considered only after the decision is made about promotion or retention.
9. Special education services should not be considered as an alternative to retention.

All teachers shall supply make-up work assignments when requested by the student or parents.

The administration shall reserve the right to determine whether or not credit will be granted for make-up work resulting from unexcused absences or absences due to suspension or expulsion. After consultation with the appropriate teachers, the building principal shall make such a determination subject to possible review by the superintendent.

Approved: September 14, 1995

The board is aware that on occasion it may be beneficial to a student to be accelerated by double promotion or skipping a grade. Such double promotions shall be authorized by the superintendent in consultation with building principals, the school staff, and the student's parents.

Approved: September 14, 1995

The request for double promotion may come from a parent or a member of the professional staff.

When such requests are made, the building principal shall collect various materials concerning the student's progress and ability and any other information which might be helpful in making a decision concerning the student's placement.

After accumulating the necessary information, the principal shall confer with professional staff members who are or have been involved with the student and get their recommendations. The principal will review the materials and professional staff opinions with the parent.

Except in very unusual circumstances, double promotion should not be made unless: (1) the student is in the top quarter of grade level placement on mental ability and achievement; (2) the student demonstrates a maturity level commensurate with the maturity level of students in the grade placement for which he/she is being considered; and (3) the professional staff recommends that the double promotion would benefit the student.

The principal's final recommendation shall be made to the superintendent for his/her decision.

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

Students must achieve 22 credits in order to graduate from the Willow Run Community High School. The board acknowledges the responsibility and the right to configure graduation requirements, credit acquisition, and academic standards in accordance with Michigan School Law and sound educational principles. A passing grade and completion of course requirements constituting 22 credits of all courses taken on a full day schedule over a four year span must be achieved:

- |   |  |
|---|--|
| 4.00 credits in English                           | including standard 9th and 10th grade English courses that include grammar, written communication;   |
| 3.00 credits in Social Studies                    | including one credit in a standard Social Studies 9 class (9th grade); one credit in U.S. History (11th) grade, one-half credit in a 12th grade Social Studies course; |
| 2.00 credits in Mathematics                       | exclusive of Math skills for non-special education students  |
| 2.00 credits in Science                           |  |
| 1.00 credit in Physical Education                 |  |
| .50 credit in Computers                           |  |
| 2.00 credits in one of the following:             | Business Education, Fine Arts, Foreign Language, Industrial Arts, Home Economics, or Vocational Education;   |
| .50 credit in Family Life and Health              |  |
| <u>7.00 credits in elective courses.</u>          |  |
| 22.00 credits must be earned in order to graduate |  |

Community Service

The board is committed to preparing its high school students for active participation in community affairs. All students shall be encouraged to participate in a community service project for at least one semester prior to graduation from high school.

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

The superintendent shall appoint a district community service team which will plan and implement the community service graduation requirement.

Approved: September 14, 1995

LEGAL REF: MCL 380.1282

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

### Community Service

#### Community Service Team

The community service team will be comprised of: district students, supervising teachers, district administrators, PTA representatives, community members, parents, business representatives, social service representatives, and volunteer organization representatives.

Annually in August, the community service team will plan and assist in the implementation of the community service activities required of students during the coming academic year. The supervising teachers at each school will be responsible for supervising each student.

#### Training

Students participating in community service will be provided with classroom training, time for reflection on their value as volunteers, discussion with volunteer mentors, review logs and journals, and group interaction. All students will be required to satisfactorily complete 40 hours of recorded volunteer work per semester and a complete journal or written report based on the student's service as it relates to his/her experiences.

#### Opportunities

Opportunities for student community service may be found in, but not limited to, the following areas: After-school tutorial volunteers at own or nearby school; children centers; in-school peer counseling; church volunteer; recreation volunteer; neighborhood organizations; libraries, city government, volunteer organizations; medical/health facilities; convalescent home visits; shut-in visits; adaptive recreation programs, etc.

#### Special Appeal for Six Credit Exemption

**Eligibility:** Full-time students at Willow Run High School. (Full-time is defined as enrolled and attending six classes/semester).

**Statement:** Maximum student load. Students may earn a maximum of six credits per year at Willow Run High School. A six credit load represents a full six class enrollment for a period of two semesters.

**Special Appeal:** A maximum of two credits per year may be taken over and above the maximum of six credits available in the day school under the following vehicles and provisions:

1. Vehicles for earning additional credits are (a) dual enrollment in adult education, up to a maximum of one credit per semester, with the director of adult/community education approval; and/or (b) supervised work experience in approved employment positions; and/or (c) any other approved district academic program, i.e. WRHS Academy Program.
2. Written appeal, signed by the student, parent and student's counselor is directed to the principal's office. This appeal must contain specific reasons justifying an exemption.
3. Exemption will be granted to enable students to graduate on schedule for their of graduation. It is understood that no exemption enabling early graduation will be considered.
4. The student, through his/her record and conduct, must demonstrate a serious commitment to completing high school graduation requirements. The exemption, if granted, will be periodically reviewed to insure continued attendance and satisfactory academic achievement is being maintained in all credit endeavors. Failure to maintain may result in cancellation of the exemption.
5. An appeal to the superintendent may be pursued if the exemption is not granted.

The school district will maintain a fully developed testing and assessment program which will be implemented by the administration. The board holds that such a program is essential for any district wishing to remain output-oriented and accountable.

The program is to accommodate the following purposes:

1. assess the present level and developing trends in a student's aptitude and achievement,
2. reveal gaps between aptitude and achievement,
3. uncover students with undeveloped potentials,
4. discover divergence and congruence between interests and aptitudes,
5. guide a student's choices of vocation and further education,
6. demonstrate the attainment of specific educational objectives,
7. diagnose the nature of a student's difficulty with a particular process,
8. provide long-range motivation as well as teaching students even as they take the tests,
9. evaluate the curriculum, as implemented, and
10. compare the results of local programs with the results obtained in other communities.

The program shall include such tests as mental maturity, aptitude, basic skills, achievement, interest inventories, differential aptitude, criterion referenced, diagnostic and prescriptive inventory tests.

These tests shall be given with sufficient frequency to provide trend data and to permit smoothing of the variations due to test instability.

The program shall encompass all tests required by the Michigan board.

When necessary, the administration shall create programs to enhance the staff's knowledge and attitude toward testing. Reporting formats will make the best use of test results while showing their strengths and weaknesses.

The board also recognizes that the assessment of the aptitudes and achievement is especially difficult for certain students, particularly the educationally handicapped. Therefore, the basic assessment program may be supplemented by other instruments or techniques for individual students when the staff determines that the needs of these individuals are not being adequately served by the standard test instrument.

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 which 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

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

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 parents 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.

Review Committee

The board holds that it is essential to periodically review the district's testing and assessment program to insure that it remains current with the state of the art in evaluation and that it remains consistent with the letter and intent of the district's testing policy. Therefore, the superintendent shall cause to be appointed from time to time a testing review committee, subject to the following constraints:

1. The interval of time between the report of one committee and the appointment of the next shall not exceed three years.
2. Its membership shall be not less than three.
3. Its members may be drawn from the board, the administration, the teachers, the parents, and student where possible.
4. Its racial-ethnic composition must not differ markedly from that of the community.
5. No one who is not supportive of the district's testing policy shall be considered competent to serve on this committee.
6. No one shall be appointed to this committee unless they have both the willingness and ability to review the technical reports on the various tests instruments.

No deviations from these criteria re to be made without the specific approval of the board.

The committee is to review the test instruments and reporting techniques then in use and newly available tests to determine any area of the policy not being met by the program and whether new instruments would correct any deficiencies.

Approved: September 14, 1995

LEGAL REF: MCL 380.1081-1086; 380.1172; R 340.1101-1107; AG Opinion #6148

High School

Willow Run High School maintains a testing program which measures student achievement, abilities, basic skills and projected college success. Mandatory tests are MEAP (Michigan Educational Assessment Program) which is required by the State of Michigan, CAT (California Achievement Test), the PRI (Prescriptive Reading Inventory), and the DAT (Differential Aptitude Test), which are required by the school. The other tests listed are optional but may be required for college entrance, a vocational career or military services:

\*ACT (American College Test); ASVAB (Armed Services Vocational Aptitude Battery); \*CAT (California Achievement Test); \*DAT (Differential Aptitude Testing); \*MEAP (Michigan Educational Assessment Program); \*P.A.C.T. (Preliminary American College Test); \*PRI (Prescriptive Reading Inventory); \*PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test); and \*SAT (Scholastic Aptitude Test).

\*Indicates that the test is a required test.

Testing Out

In accordance with Section 380.1279b of the Michigan School Code, Willow Run High School students shall be permitted to earn credit by examination, i.e. "test out."

Interpretation of terms contained in the legislation shall be:

"Pupil enrolled in high school" shall be defined as a student who is currently attending Willow Run High School or who is formally registered for the next semester.

"Enrolled in the course" is defined as having registered and attended the course.

"Any course" shall be defined to any course available to students enrolled at Willow Run High School. Exempted courses include American Government, physical education and any class with a designated laboratory or demonstration/project component.

“Final exam” shall be defined as a comprehensive assessment of expected student learnings and may include more than a written test. This assessment shall be comparable to what is administered to students taking the course.

The following restrictions, conditions and procedures apply to credit earned by passing a comprehensive test of a course with a score of 75% or better:

1. Tests for the purposes of earning credit by examination (testing out) will be administered two times during a school year: January (during regularly scheduled final examinations) and August (within the two weeks prior to start of semester). Students new to the district who enter at times other than those above, shall be administered the tests on an appointment basis prior to developing a schedule of classes.
2. Students must request the opportunity to test out by a deadline established each testing period by high school administration. At that time they will be given a course syllabus containing the essential learnings of the course.
3. Credit earned for testing out shall be applied to distribution and sequence requirements only. The credit will not be applied to the total need to complete diploma requirements with the following exception:  
  
Any student who has completed a course and received a grade of “F” (loss of credit due to excessive absence) or an “E” (academic failure) may attempt to test out of the course during the designated testing out periods. If successful, the student would receive credit for the course which would apply toward the total needed to complete diploma requirements.
4. Once a student has received credit in or tested out of a course, he/she may not enrolled in or test out of a course that is lower in sequence.
5. Courses that are tested out of will be listed on the student’s transcript as courses “passed,” but will not apply toward credits earned or grade point average, unless as excepted in 3 above.

The board expects the faculty and administration regularly to evaluate the education program. Such evaluation may be expected to lead to recommendations for modifications of practice, changes in content and new courses.

After planning by the faculty and approval by the administration, new courses will be presented to the board for its approval.

Normally, new courses will be introduced on an experimental basis and will be evaluated at least annually by the board.

When the administration considers that an experimental course should become a regular part of the curriculum, such a recommendation will be presented to the board for adoption.

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LEGAL REF: MCL 380.1282

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 eliminations 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.

Training for effective citizenship is accepted as one of the major goals of the public schools. The instructional program developed is to achieve this purpose and places great emphasis upon teaching about our American heritage, the rights and privileges enjoyed by citizens and the citizenship responsibilities that must be assumed in maintaining the American way of life.

In training for effective citizenship, it is frequently necessary for students to study issues that are controversial. In considering such issues, it shall be the purpose of the district to recognize the student's right and/or obligation:

1. to study any controversial issue which (at his/her level) he/she should begin to have an opinion.
2. to have free access to all relevant information, including the materials that circulate freely in the community.
3. to study under competent instruction in an atmosphere free from bias and prejudice.
4. to form and express his/her own judgments on controversial issues without thereby jeopardizing his/her relation with his/her teacher or the school.
5. to recognize that reasonable compromise is often an important facet in decision-making in society.
6. to respect minority opinion.

Controversial issues, as well as controversial instructional methods, materials and resource personnel associated with them, by definition generate dissension. There is also an inherent risk that such dissension may escalate into antagonism which may be sufficient to disrupt the educational process. Members of the professional staff are expected to be sensitive to student, staff and community attitudes, to carefully weigh the risk against the significance and educational merit of the issues, methods, materials and personnel involved and, when doubt remains, they are to seek the counsel of their superiors.

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LEGAL REF: MCL 380.1282

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.

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LEGAL REF: MCL 380.1217

Building administrators are encouraged, through special ceremonies or through the instructional program, to arrange for proper commemoration of the following special days in the schools:

September 17 (Constitution Day); Columbus Day (Second Monday in October); Carleton's Birthday (October 21); Roosevelt's Birthday (October 27); 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).

#### 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

No religious belief or non-belief shall be promoted in the district by its employees, and none shall be disparaged. 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 parents, whether it involves race, culture, economic background or religious belief. Students and staff members may be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues overriding concern 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.

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LEGAL REF: MCL 380.1175; 380.1217; AG Opinion #4405

Observance of Religious Holidays

The practice of the district shall be as follows:

The several holidays throughout the year which 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, creche, 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, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.

The district's calendar shall be prepared so as to minimize conflicts with religious holidays of all faiths.

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 provided that 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.

Distribution of Religious Material

No religious or anti-religious document or material shall be distributed by the district; nor shall any person or agency be permitted to distribute such materials through or in cooperation with schools, on school property, during any district sponsored activity or at times when students are under the care of the district.

Dedications and Commencement

Traditions are a cherished part of the community life, and the board expresses an interest in maintaining those traditions which have had a significance to the community. Such ceremonies should recognize the religious pluralism of the community. Therefore, the practice of the district shall be as follows:

An open invitation should be extended to all citizens to participate in the ceremony.

Invocations and benediction, inherent in commencement (graduation) ceremonies, will not be scheduled or allowed.

The following type of school activities are permitted so long as they do not take on the character of religious devotions:

- a. Writing or analyzing literature on religious subject.
- b. Playing, singing and presentation of music which is religious in its inspiration or origin.
- c. Performance of drama which deals with religious history or which is religious in its content.
- d. Production or exhibition of art work dealing with religious themes.
- e. Recognition of significant religious holidays by declaring school vacations or by sponsoring activities which acknowledge the importance of these holidays in cultural life.

- f. Comparative studies of religion.
- g. Analysis of the Bible and other religious books as part of the study of religions.
- h. Studies of the contribution made by religion to civilization.
- i. Study of the Bible for its historic significance.
- j. Study of the Bible for its literary importance.
- k. Recitations or study of historical documents which contain references to God.
- l. Singing of official anthems which contain references to God.

Each school building 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.

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LEGAL REF: MCL 380.1347

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 regularly and properly cared for.

The board supports building level school improvement processes and projects for the purpose of 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 (or the board may establish a district-wide school improvement project committee).

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 and 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 current status of the district.

Meetings

Each local school improvement committee shall meet regularly, transcribe minutes of each meeting and submit the minutes of each meeting to the board on a regular basis.

Review

At least once 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.

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LEGAL REF: MCL 380.1233

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: parents, 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 parents, 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.

**NOTE: Related policy topics dependent upon an individual school's improvement plan: Goal Setting, Self-Evaluation, Selection of Personnel, Budget Development, Curriculum Evaluation, Principal/Staff Evaluation, In-Service Programs, Testing Program, Student Discipline, Curriculum Development, Teaching Methods, Pilot Projects, Cocurricular Activities**

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for and properly handled. Guidelines published by the American Humane Association, "Care and Management of Animal Visitors at School," may be obtained from the American Humane Association, P.O. Box 1266, Denver, Colorado, 80201, at district expense by the building principal.

This policy and its rules shall be published in the student handbook.

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Warm blooded animals may be brought into the school for educational purposes with the building administrator's approval. Animals are not allowed in classrooms with children who are allergic to animal feces or animal dander.

When a child has been bitten or scratched by a warm blooded animal, it shall be immediately reported to the building administrator. The wound shall be inspected and thoroughly washed with soap and water, flushed with water, and if the skin is broken, a sterile dry dressing applied. The building administrator shall seek advice and assistance from the school nurse. A Report of Injury, form 5141.11, shall be filed.

The building administrator shall notify the parent and advise that they must see their physician. (They will further be informed that the Washtenaw County dog warden will have been notified and will follow up with the case when the child has been bitten or scratched by a warm blooded animal requiring a report.)

It is not necessary to report the following warm blood animal bites to the Washtenaw County Sheriff: mice, guinea pig, hamster, rat, chipmunk, rabbit, mole, shrew, gopher, gerbil, muskrat or vole.

All other warm animal bites (such as cats and dogs) shall be reported immediately to the Washtenaw County Sheriff Department.

#### Animal Rights

Requests by students who wish to be excused from dissection because of a concern for animal rights will follow this procedure:

1. A written request from the parents of the student wishing to be excused from dissection will be submitted to the teacher. The request will state the reasons for not participating in the dissection.
2. A committee made up of the building principal, guidance counselor and the classroom teacher will review the request to insure the legitimacy of the request. The committee may request an interview with the parents or guardians in order to gain information needed to act on the request.

3. An alternative activity closely related, and of comparable rigor, will be assigned in lieu of the laboratory dissection. Computer simulations and research can be considered alternative activities.
4. The student will be responsible for the material covered in the alternative activity and the student will be evaluated on that material.
5. The alternative activity will carry credit equivalent to the dissection activity.