

7000—INSTRUCTIONAL PROGRAM**TC-7000-1**

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Curriculum Adoption
- 7060 Curriculum Guides and Course Outlines - MCL 380.1282
- 7110 Basic Program - MCL 380.1282; 380.1151; 380.1152; 380.1153;
380.1155; 380.1502; 380.1166; 380.1169; 380.1506; 80.1507;
R 325.1-52; R 325.898; R 325.1491; R 388.301-339; 380.1278
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SN Includes the full range of programs designed to meet the individual needs of the great majority of students and beginning with pre-primary areas of instruction and extending beyond education, conservation education, occupational education, home economics, and the standard academic areas of instruction are regarded here as component elements of the Basic Program.
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7050 Curriculum Development (Cf. 5140)

7050

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

The administration shall evaluate the curriculum of the district in view of the board's goals and objectives. The **superintendent**, as the board's designee, shall see that the curriculum is constantly being reviewed. Systematic reports on the areas under study shall be furnished to the board, indicating the program's strengths, weaknesses, and alternatives for improvements. 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.

Curriculum Adoption

No course of study shall be eliminated or new course added without approval of the board.¹

LEGAL REF: MCL 380.1282

Adopted April 15, 2002

¹ MCL 380. 1282 ("The board of a school district shall provide a core academic curriculum, learning processes, special assistance particularly for students with reading disorders or who have demonstrated marked difficulty in achieving success on standardized tests, and sufficient access to each of these so that all pupils have a fair opportunity to achieve a state endorsement under section 1279.")

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.² The administration shall keep a file of current curriculum guides where they may be accessible to members of the board, to parents, and to citizens of the community in general. Such materials shall be regularly reviewed and revised so that they represent current practice and up-dated resources. All changes of the basic curriculum shall be recommended by the **superintendent** to the board for approval.

LEGAL REF: MCL 380.1282

Adopted April 15, 2002

² 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 kindergarten through twelfth grade;
3. Objectives shall be identified for each course and subject, and at the elementary level shall be identified by grade level;
4. Textbooks and other instructional resources shall be selected to support the individual needs and achievement levels of learners in the attainment of curriculum objectives;
5. Procedures and materials for evaluating the attainment of learning objectives shall be developed for each curriculum.

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

7110 Basic Program

7110

The board shall establish and periodically reconsider the core curriculum or basic program for the district. Handbooks outlining any course offered in the district should be approved by the **superintendent**, subject to board review, in advance of the start of classes in which the courses are to become operative.

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 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.

7110 Basic Program

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Approval

All new cocurricular activities and organizations shall be approved by the building **principal** and/or **superintendent**.³

Evaluation

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

Student Funds

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

LEGAL REF: MCL 380.1282 (Curriculum Determination); 380.1151 (Basic Language); 380.1152; 380.1153; 380.1155; 380.1157 (Bilingual Education); 380.1166 (Civics and Government); 380.1169-1170 (Communicable Diseases); 380.1170 and 380.1502 (Health Education and Physical Education); 380.1506 (Sex Education); 380.1170; 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; 380.1278 (Core Curriculum)

Adopted April 15, 2002

³ MCL 380. 1316 (1) (3) ("A school official or a board of a school district shall not authorize, support, or permit the creation and existence of a public school fraternity, sorority, or secret society.") ("As used in this section, a "public school fraternity, sorority, or secret society" means an organization whose active membership is composed wholly or in part of pupils of the public schools of this state enrolled in 1 or more of the 12 grades and perpetuating itself by taking in additional members from the pupils enrolled in the public schools on the basis of the decision of the membership, rather than upon the right of a pupil who is qualified by the regulations of the school to be a member of and take part in class or group exercises...")

7110-R Basic Program

7110-R

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 approval. All recommendations to the **superintendent** shall include a statement of purpose of the activity, potential membership to be served, and potential financial obligations which the board might have to assume from general school funds.

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

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

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

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

The administration shall develop rules and regulations covering extracurricular activities in his 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.

7110-R Basic Program

7110-R-2

Homebound Instruction

Parents shall request homebound instruction by contacting the Section 504 Coordinator in the student's building. The Coordinator will schedule a Section 504 meeting to include the parents and appropriate staff. The recommendation of that committee will determine the services provided. Homebound services may only be provided after a medical doctor's letter is provided which includes:

1. a diagnosis,
2. a request for homebound services, and
3. the recommended duration of services

7115 Sex Education

7115

Pursuant to state law, sex education may be provided by the District as an elective. In order to offer this instruction, a sex education advisory board must be established. Students will not be permitted to take the class unless the student's parent/guardian is notified in advance of the course and its contents, is given an opportunity to review course materials, is allowed to observe the instruction, and is notified of the right to have the student excused from the class. The Superintendent, with the cooperation of the certified staff and a licensed medical doctor, nurse or other person certified by the State Board of Education, shall develop a comprehensive sex education curriculum that complies with statutory curriculum requirements. All instruction and materials shall be age-appropriate and medically accurate. Prior to the adoption of any revision to materials or methods of instruction in sex education, the Board shall hold two public hearings. The hearings shall be held at least 1 week apart and shall be posted pursuant to MCL 380.1201.

Sex Education Advisory Board

The Sex Education Advisory Board (Advisory Board) shall consist of 18 members who shall serve staggered terms of 3 years. One half of the members shall be parents who have at least one child attending a school operated by the District, and a majority of those parent members shall be individuals not employed by a school district. The Superintendent shall recommend persons for membership to the Board of Education and shall include pupils of the District, educators, local clergy, and community health professionals. The Superintendent shall use a selection process that reasonably reflects the District population.

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

7115 Sex Education

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The recommendations shall incorporate the mandates of MCL 380.1507b and such other material as the Advisory Board finds to be pedagogically sound. Every two years, the Advisory Board shall evaluate, measure, and report upon the attainment of the goals and objectives. The report shall be made available to parents in the school district.

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

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

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

Adopted: June 20, 2005

7115-R Sex Education

7115-R

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

- Discusses the benefits of abstaining from sex until marriage and the benefits of ceasing sexual activity if the pupil is currently sexually active;
- Includes a discussion of the possible emotional, economic, and legal consequences of sex;
- Stresses that only abstinence fully prevents unplanned pregnancy and sexually transmitted diseases are serious possibilities of sex that are not fully preventable except by abstinence;
- Advises pupils of the laws pertaining to their responsibility as parents to children born in and out of wedlock;
- Ensures that pupils are not taught in a way that condones the violation of the laws of this state pertaining to sexual activity;
- Teaches pupils how to say “no” to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually;
- Teaches refusal skills and encourages pupils to resist pressure to engage in risky behavior;
- Teaches that the pupil has the power to control personal behavior. Pupils shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and other ethical considerations such as respect for self and others;
- Provides instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment;
- Provides information for pupils about how young parents can learn more about adoption services and about the provisions of the safe delivery of newborns law;
- Includes information clearly informing pupils that having sex or sexual contact with an individual under the age of 16 is a crime punishable by imprisonment, and

7115-R Sex Education

7115-R-2

- That one of the other results of being convicted of this crime is to be listed on the sex offender registry on the Internet for up to 25 years.

Sex education is not to be provided to any student under the age of 18 unless the parent/guardian is notified in advance of the instruction and the content of the instruction. Parents/guardians are to be given an opportunity to review materials to be used and to have their child excused from the instruction. Any student is to be excused without penalty or loss of academic credit, from attending class sessions in which the instruction is provided.

Complaint Process

Pursuant to MCL 388.1766a, a parent or guardian of a pupil who believes that the District has violated the law that governs sex education may file a written complaint with the Superintendent or chief administrator of the District. The written complaint must set forth specifically the nature of the alleged violation and the facts upon which the complaint is based. The Superintendent must investigate and provide, within 30 days of the complaint, a written report of her/his findings to the complainant. If violations are discovered the written report shall describe each violation and set forth the corrective action that will be taken to ensure that there are no further violations. A complainant who believes, based upon the report, that the District still does not comply with the law, may appeal the findings to the Intermediate District.

7120 Curriculum Alignment

7120

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

All courses approved by the board shall include descriptions and objectives which are supportive of the PreK – 12 sequence of study. Learning units, including criterion referenced assessments, shall be developed. 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.

LEGAL REF: MCL 380.1277

Adopted April 15, 2002

7130 On-line Learning

7130

The Holly Area Schools Board of Education recognizes the value in providing increased opportunities for students to participate in learning environments other than the standard classroom. Such opportunities include on-line courses for high school students.

Criteria for participating in on-line high school courses offered include:

- Courses must be from an accredited institution approved by the building principal.
- Advanced Placement courses may be taken only through Michigan Virtual High School.
- Courses must not be required for graduation from Holly High School.
- Courses taken on-line must not be offered at Holly High School.
- Students must have taken all related courses offered at HHS prior to beginning an online course.
- Students must have completed at least 12 hours at HHS in order to take on-line courses.
- Students may take up to 1 on-line course per semester up to a total of 2 credits toward 24 graduation credits.
- Students enroll in on-line courses as part of the regular registration process.
- Students are enrolled full-time in the district and taking the on-line course during the semester credit is awarded.
- Counselors and parents make recommendations to confirm students possess the ability to succeed in an on-line learning environment.
- The District supports the costs of on-line courses in accordance with district policy # 9855 regarding dual-enrollment.
- Exceptions to the above criteria may be granted by the high school principal.

The Superintendent or his/her designee will develop guidelines and procedures for the implementation of this policy.

Adopted June 10, 2002

Holly Area Schools

**VIRTUAL/ONLINE COURSE CONTRACT
2002/2003**

Dear Parent:

Your son/daughter _____ has applied for a virtual/online course.

The following guidelines cover virtual/online courses:

1. Students must be enrolled full-time at Holly High School
2. Students must have completed all related HHS classes prior to beginning virtual/online classes.
3. Students must have a letter of recommendation from a parent/guardian and a counselor supporting their application and specifying that the student is an independent, self-directed learner.
4. Virtual/online course and mentor teacher will be listed on the student's schedule.
5. Students may take up to one (1) on-line course per semester (1/2 credit) after they have completed 12 credits toward graduation.
6. Students may receive up to two (2) on-line credits (4 courses) toward graduation.
7. Students must sign a contract agreeing to complete the course and all required assignments.
8. The only classes authorized will be those not offered by Holly High School and those not required for graduation.
9. Only classes from an accredited institution and approved by the high school principal will be authorized.
10. A certified teacher/mentor will be assigned. This mentor will have either a major or a minor in the academic discipline of the class selected. Students will schedule regular contact time with the mentor. Mentors will proctor tests as required.
11. The grade assigned will be determined by the HHS mentor and will be included in the cumulative GPA.
12. At the discretion of the district, students may do partial work at home. All tests will be at a Holly High School computer location.
13. Students working at home will be responsible for having the equipment and the Internet service that meets the minimum requirements as specified in the virtual/online course description.
14. The course being taken is not a hobby/craft, recreation, physical education, theology, divinity or religious education class.
15. The student has met with a high school counselor to review the following:
 - a. Enrollment eligibility
 - b. Types of courses that are eligible for participation
 - c. The decision making process for granting academic credits.
 - d. An explanation of eligible charges that would be paid by the school, as well as costs not paid by the school, that are the responsibility of the student.
 - e. Developing an appropriate schedule of classes.
 - f. Consequences of failing or not completing a virtual/online course.
 - g. The academic responsibilities that must be assumed by the student.

16. Guidelines 2 ,5,6 and 9 may be waived by the high school principal or his/her designee based upon extenuating circumstances.
17. The student must be enrolled by and be in attendance on the appropriate count day (September or February) or during the 10-day/30-day period during the class time designed for the course on the student's class schedule.
18. An eligible student enrolled in virtual/online course(s) continues to be eligible to participate in interscholastic activities but cannot participate in intercollegiate athletics. Exception: expelled students are not eligible to participate in interscholastic activities.
19. If the student does not complete the course, any refund would be used to reimburse the Holly Area School District.
20. To receive district funding support, classes must be taken during the Holly Area School District's school year and during the regular six hour high school day.
21. The online course must be completed prior to the end of the school year and the grade must be determined and turned in when regular high school grades are due. Exception: Senior grades must be in two weeks prior to graduation. The HHS mentor will assign the grade to be calculated as part of the student's GPA.

Holly Area Schools will pay the lesser of the following costs for any one course taken as part of the full-time six hour schedule.

1. The tuition, mandatory course fees, material fees, and registration fees required, and any late fees that result from the school's failure to make a required payment; or
2. The state portion of the student's foundation allowance, adjusted to the proportion of the school year they take the on-line course.

Example:

Student's portion of the State's foundation allowance - \$6,700 per year or \$3350 per semester for 2002/2003 school year.

Course enrollment for one semester in one virtual/online course.

Proportion of funding for each semester course (six are required):

$$\begin{aligned} 6/6\text{ths} &= \$3350 \text{ per semester} \\ 1/6^{\text{th}} \text{ (each course)} &= \$558 \end{aligned}$$

In this example, the district would pay the lesser of: (1) tuition, mandatory course fees, material fees and registration fees; or (2) \$558. **It is the responsibility of the parent/guardian to pay all additional tuition, mandatory course fees, mentor fees, material fees and registration fees required beyond the lesser of the two examples funded by the district listed above.**

Please feel free to contact the high school counseling office if you have any questions or need additional information (328-3225)

After your review of this contract information, if you want your son/daughter to apply for virtual/online class consideration, please sign and date the attached form. Your son/daughter's signature is also required. Signatures note an understanding and acceptance of conditions stated.

COURSES OF STUDY

School Year _____

Holly High School			
Online Virtual High School:			
First Semester		Second Semester	
Courses	On-line	Courses	On-line
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Student's Signature & Date

Parent/Guardian/s Signature & Date

Counselor & Date

Holly High School Principal & Date

Assistant Superintendent/Instruction & Date

Distribution: 1) Student (Parents)
2) Principal
3) Asst. Superintendent/Instruction
4) Assigned Counselor
5) Assigned Mentor

Holly Area Schools

**Verification of Eligibility for Virtual/Online Course
Participation**

This letter is to verify that _____ meets the conditions
(name)
outlined in Board Policy 7130 regarding virtual/online course participation.

It is understood that your institution will transmit a bill to our district, detailing the tuition and fees of the above mentioned student participation in virtual/online course work. We acknowledge that our district is responsible for the lesser amount of: (1) tuition, mandatory course fees, material fees and registration; or (2) the student's foundation allowance, adjusted to the proportion of the school year the student attends our school district. The student is responsible for the remainder of the tuition and fees, if any.

If there are any questions, please contact us at (248) 328 3143.

Date

Assistant Superintendent for Instruction

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 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 classmates throughout his school career; develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure to prevent 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.

LEGAL REF: MCL 380.1204a

Adopted April 15, 2002

7160 Special Program

7160

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

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

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

Adopted April 15, 2002

The **superintendent** shall investigate and recommend programs which will address the needs of at-risk students, including those at-risk academically, socially or emotionally.

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.

LEGAL REF: MCL 380.1149; 388.1631a

Adopted April 15, 2002

State of Michigan Parent/Guardian Involvement Initiative

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

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.⁴

To ensure meaningful parent involvement in Title I, the staff will consistently inform parents of their children's progress and assist them to further that progress by:

- Timely notification when child is placed into program, explaining why child has been chosen.
- Conferences with parents regarding ways to increase their child's academic progress.
- Consultation with parents on the goals and desired instructional outcomes of Title I and local and state core curricula.
- Written reports on child's progress.
- Provision for response to parent's questions and recommendations.
- Encouragement of volunteer participation in school activities.

⁴ MCL 380.1294 (1) No later than January 1, 2005, the board of a school district or intermediate school district, or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parental participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board or board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the parent involvement plan to the department upon request by the department.

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

7175-2

In addition to the policy procedures listed above, the Title 1 staff will develop appropriate contracts with parents.

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

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

LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004)

Adopted December 13, 2004

Formatted

7210 Interscholastic Athletics

7210

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

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

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

Adopted April 15, 2002

The board, with the 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 policies established by the athletic council, approved by the board and published in the student handbook. Students who are members of athletic teams represent themselves, their school, the community, parents and team. Conduct at all times, both on and off the athletic field, will be of the highest standard. Students shall be informed by coaches/ sponsors/ employees of the conduct expected of them when they participate in such activities and should receive a copy of the coaches or sponsor's expectations prior to participation in the activity.

All coaches and sponsors should receive a coach's handbook informing them of all board policies regarding athletics.

Students participating in athletics at the high school level must pass all classes and have a 2.0 G.P.A. in the previous and current marking period or semester regardless of the school attended, to remain eligible without interruption. Eligibility will be determined as follows:

1. Eligibility for students participating in first semester sports activities will be determined by the student's preceding June semester grades and the first 9 week marking period grade for those sports activities which occur following the issuance of the first marking period grades.
2. Eligibility for activities occurring during the second semester will be determined by the student's preceding January semester grades and the third 9 week marking period grade for those activities which occur following the issuance of the third quarter grades.

A student will be placed on academic probation when either of the following situations occur:

1. A student's previous or current G.P.A. falls below a 2.0 G.P.A., but not lower than a 1.8 G.P.A., at any of the grade monitoring periods.
2. Any student with a 2.0 G.P.A. or better with a failing grade in not more than one class at any of the grade monitoring periods.

Once a student is placed on academic probation, he/she must continue to maintain a 2.0 G.P.A. and pass all classes. In the event that a student's G.P.A. drops below a 2.0, but remains above a 1.8 or they receive a failing grade in not more than one of their classes, the student will be given one week to make the necessary improvements to continue eligibility. If after one week the student fails to achieve a 2.0 G.P.A. and pass all classes, the student will not be allowed to compete in any contests during the upcoming week. They will however, be allowed to practice. If the next academic check reveals that the student does not have a 2.0 G.P.A or is still not passing all of their classes, the student will be considered ineligible for the remainder of the season or next marking period whichever is later. If at any time a student-athlete's G.P.A. falls below a 1.8 or they receive a failing grade in more than one class, they will be considered ineligible for the remainder of the season or until the next marking period.

Incompletes, pending grades due to attendance, or any other conditions from previous semester may be made up during a subsequent semester, night school, summer school or tutoring. Eligibility may be reinstated during the next semester when the school accepts the credit.

Academic eligibility for seventh grade middle school students will not be determined until the end of the first semester. At that time, and for the remainder of their seventh and eighth grade eligibility, students must be passing five of their six classes in the previous and current semester.

The Michigan High School Athletic Association (MHSAA) prohibits any student who passes less than four classes per semester from participating in athletics.

Students must remain academically eligible year round. This means that the student's grades must be passing at the end of both the first and second semester in order to avoid being placed on academic probation.

A student-athlete, as defined by the Holly Area Schools, is any of the following:

- A. Member of an athletic team
- B. Team manager
- C. Cheerleader
- D. Student trainer

Athletes are expected to conduct themselves in a manner that is above reproach, and abide by all school rules whether at school or away from school. The expectations and rules which apply to all athletes will be presented in writing (Athletic Code of Conduct) and discussed prior to the beginning of each sports season at a Parent's Night Meeting.

The purpose of the Athletic Handbook (Code of Conduct) is to establish regulations and procedures for handling violations which have been verified. The school reserves the right to investigate and enforce violations that occur on school grounds or during extra-curricular and co-curricular off-seasons.

Violations as outlined in the Code of Conduct will be determined as follows:

CLASS I VIOLATIONS

Class I violations should be and will be considered as serious acts which occur in school, at school events, away from school and during the off-season. Class I violations may include, but are not limited to:

1. Possession, use, or transfer of a controlled substance or drug paraphernalia.
2. Possession, use, or transfer of an alcoholic beverage. (Malt beverages labeled as non-alcoholic beverage including but not limited to Sharp's O'Doul's, and Zing malt beverages may contain alcohol. The possession and/or consumption of malt beverages regardless of their alcohol content is inappropriate conduct and will subject the student to disciplinary action).
3. Possession, use, or transfer of a weapon.
4. Theft

5. Arson
6. Vandalism
7. Gross Misbehavior
8. Persistent Disobedience
9. Striking or threatening school personnel
10. Gang related activities

Class II Violations-

Class II violations relate to conduct unbecoming of a Holly Middle or High School student, which occur in school, at school events, away from school, or during the off-season.

Class II violations may include, but are not limited to:

1. Possession of tobacco.
2. Skipping
3. Fighting
4. Insubordination
5. Threatening and/or harassing students
6. Cheating
7. Repeated referrals or dismissals from class.
8. Theft

The coach or the appropriate administrator will issue the following disciplinary action to an athlete who has a confirmed Class I violation:

- 1st Offense- After confirming the violation, the student shall lose the privilege of athletic participation in his/her sport (or next season) for ten (10) activity days.
- 2nd Offense- After confirming the violation, the student shall lose the privilege of athletic participation in all athletic activities (starting with his /her next if not in season) for six months.
- 3rd Offense- After confirming the violation, the student shall lose the privilege of athletic participation in all sports for two (2) calendar years.

In all first time drug or alcohol related incidents, we encourage and require the enrollment of an approved substance abuse program.

In cases of a first or second offense of a Class I or II violation, if the student or student's parents voluntarily informs school officials of the violation, the disciplinary action may be reduced by half. The disciplinary action recommended in each case should be considered as the minimum. If circumstances warrant, a more severe disciplinary action may result.

Any loss of participation privileges resulting from violations, which lead to expulsion from school, will be served in conjunction with the expulsion period. **Class I sanctions are in effect for two calendar years from the first offense.**

In cases involving a Class II violation, the following procedures will be followed:

- 1st Offense- The appropriate administrator will meet with the student to explain the violations, the discipline action and the appeals process. Discipline shall be administered according to the circumstances. It may include a loss of athletic participation privileges for up to five (5) activity days. The student and parents will be informed of the disciplinary action and the appeals process.
- 2nd Offense- The appropriate administrator will meet the student and explain the violations, the disciplinary action, and the appeals process. Discipline shall be administered according to the circumstances. It may include a loss of athletic participation privileges for up to ten (10) days or more depending on the seriousness of the violation.
- 3rd Offense- The appropriate administrator will meet with the student and explain the violations, the disciplinary action, and the appeals process. The student shall lose the privilege of participation in his /her sport or (next sport if not in season) for ten (10) activity days or more. The student and parents will be informed of the disciplinary action and the appeals process in writing.

All Class II Violations will be in effect for one calendar year from the first offense.

Athletes may play in scheduled games if they are absent the day of the game providing that they have a pre-arranged absence, the building principal will make the decision if the athlete can play. In circumstances when the student's absence is non-verified or unexcused, the student must be in attendance for at least three hours on the day of a game to be permitted to play.

* A game is defined as a scheduled contest.

Any student who is suspended from school for behavior punishable under the Holly Area uniform disciplinary code, shall be prohibited from any athletic involvement on the days he/she is under suspension, and shall be prohibited from participating in the next contest following his/her suspension from school if he/she does not miss a contest during suspension .

Any student wishing to appeal a decision resulting from this policy should see his/her principal as soon as possible.

NOTE: MHSAA rules bar (from participation) a student who has passed less than four classes (20 credits) the previous semester. For such students, the MHSAA rule prevails over provisions established by the Holly Area Schools policy.

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

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.

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 parents 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 doctor's care for an 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 the Michigan High School Athletic Association

The board shall annually enroll the district's high school as a member of the Michigan High School Athletic Association and to participate in the approved inter-school athletic 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 rules and regulations of the association as minimum standards.

7215 Performance-Enhancing Substances**7215**

Pursuant to state law, the illegal use of a performance-enhancing substance⁵ by a student who seeks to, and/or actively does, participate in interscholastic athletics may result in the loss of eligibility for any participation in interscholastic athletics as determined by the local Board of Education. Therefore, the Board directs the Superintendent to promulgate rules/regulations that describe the length of time for a loss of eligibility for a first, second, and third offense. The Superintendent shall establish an appeal process within the administration for any decision that imposes a loss of eligibility pursuant to this policy. The decision of the administration shall be final and there shall be no appeal to the Board.

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

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

The Superintendent shall submit the rules/regulations to the Board for their information and review. The rules/regulations and this policy shall be published and distributed to all who seek to, or who actively do, participate in interscholastic athletics.

LEGAL REF: MCL 380.1318

Adopted August 18, 2008**7220 Drivers Education****7220**

⁵ The Department of Community Health, pursuant to law, will publish a list of performance-enhancing substances that is based upon the list developed by the National Collegiate Athlete Association.

Holly Area Schools shall operate a Drivers Education program in accordance with the requirements of the Michigan Department of Education.

Effective with the 2003-2004 school year, the academic and attendance eligibility requirements for drivers education shall be the same as the academic and attendance eligibility requirements for participation in extra-curricular activities and interscholastic athletics.

Adopted September 22, 2003

Instructional Services

The board encourages the use of instructional services available to the district.

Instructional Paraprofessionals

The board recommends the use of instructional paraprofessionals where practicable.

Resource Teachers

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

Textbook Selection and Adoption

In accordance with Michigan School Laws, textbooks and primary 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 be included in the District Framework for Curriculum, Instruction and Assessment. The recommendations resulting from each review will be given thorough consideration.

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

Use of Textbooks

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

Technology

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

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

LEGAL REF: MCL 380.1421-1422; R 390.1105(2)

Adopted April 15, 2002

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 individual teachers and supportive of the building School Improvement Plans.

Teachers' Aides

The board endorses the use of paid adult teacher aides, as resources allow, to assist teachers in working with students. Aides may be employed by the board with general funds or by means of federal or state funds. Their positions may be dual assignments (i.e. Title I, recess, library) with salaries provided by appropriate funding. Specifics regarding selection, duties and supervision are covered by contract.

Textbook Selection and Adoption

Selection of textbooks for use in the district shall be the responsibility of the District Subject Area Steering Committee. Procedures for the development of curriculum, as well as the selection of instructional resources, implementation of the curriculum supporting professional development is outlined in the District Framework for Curriculum, Instruction and Assessment as approved by the Board of Education.

Recommendations for textbooks shall be presented initially to the Education Council through the Subject Steering Committee. Recommendations for textbooks shall be in writing and include:

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

8. Technology integration provided for learners and program management;
9. Resources and activities provided to individual learner's needs for emendations and/or extensions; and
10. Assessment components provided.

The Education Council Committee shall review the recommendations from the Steering Committee. The Education Council then makes a determination regarding recommending the textbook to the **Superintendent** for his consideration for the recommendation to the Board of Education.

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.

7380 Instructional Program Prohibitions

7380

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

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

LEGAL REF: 20 USC § 1232h

Adopted April 15, 2002

The principle 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.

Objectives

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

To participate effectively in the school program which will endeavor to meet the needs of students, teachers and patrons of the district;

To stimulate and guide students in their reading, viewing and listening so that they will become skillful and discriminating users of various types of media;

To provide an opportunity through media center experiences so that students will be able to develop helpful interests, to make satisfactory personal adjustment and to acquire desirable social attitudes;

To work with teachers in the selection and use of media which will contribute to the teaching program;

To make available consultant services which will provide for the improvement of learning, instruction and the use of media resources and equipment;

To provide adequate equipment so that students and teachers will be able to make efficient use of media; and to cooperate with teachers and administrators in programs which will promote the professional growth of the school staff.

7400 Instructional Materials and Media Centers

7400-2

Criteria for the Development of Media Center Materials

Collection Development

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

Selection Criteria

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

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

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

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

Staff Libraries

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.

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.

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

Adopted April 15, 2002

Purchase Procedures

All orders for instructional materials other than textbooks, expendable materials and film rentals will be channeled through the person in charge of the media center or the building **principal**, as the case may be, to the purchasing officer of the district. Such materials would include all items to be cataloged and circulated, e.g., books, filmstrips, loop films, records, slides, maps, posters, etc.

All purchases will be made in accordance with board policies.

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

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

Recommendations

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

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

Evaluation

The collection will be evaluated, from time to time, in relation to changing curriculum, new instructional methods and current needs of teachers and students and a plan put in place to correct any deficiencies.

Service

Materials will be purchased throughout the school year as needed. Areas of emphasis will be determined by the needs of each media center as judged by the person in charge of the media center or the building **principal**, within budgetary limits. Replacement of lost and damaged or out-of-date material will be dependent upon demand and the availability of newer and/or better materials.

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**, the school library media specialist and the coordinator of learning resources that a complaint has been registered.

7400-R Instructional Materials and Media Centers

7400-R-3

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

The following guidelines shall apply to the evaluation process:

To examine and evaluate the material as a whole, not 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 the written report to the board; and

To send the complainant a copy of the written report.

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

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 _____, 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

7420 Inspection by Parents or Guardians of Instructional Material

7420

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

The district shall give parents and guardians notice of their rights under this policy.

LEGAL REF: 20 USC § 1232h

Adopted April 15, 2002

Videotapes will be selected and assigned to give support directly to instructional learning objectives contained within the board approved curriculum.

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

Videotapes shall not be used for recreation or entertainment, or for other than planned instructional purposes. The Board, in keeping with its basic philosophy believes that all movies, videos, slides, CDs, DVDs, tapes etc. used in the classroom shall be curriculum related. Furthermore, the following guidelines will be observed when selecting any audio visual material.

1. No X, NC 17, R or PG 13 movies shall be shown in K-8.
2. No X movies shall be shown in K-12.
3. R movies must be carefully screened to determine the reason for rating, i.e. nudity and explicit sex are NOT acceptable. Adult language and violence are not acceptable unless pertinent to subject matter and/or in character, with appropriate explanation of purpose.
4. Parents/guardians shall receive advance notice of materials to be used, shall have the right to preview those materials and shall have the right to excuse their students from exposure to certain materials.

Examples of movies presently being shown at the high school - some rated, some not rated:

Huckleberry Finn

Lord of the Flies

A Separate Peace

MacBeth

7463 Use of Commercially Produced Video Recordings

7463-2

Of Mice and Men	Short Stories of Ambrose Bierce
Glory	North and South
Gone With the Wind	Romeo & Juliet
West Side Story	The Great Gatsby

LEGAL REF: The Copyright Act of 1976 U.S.C. 101 *et seq.* and 1980 amendments

Adopted April 15, 2002

7463-R Use of Commercially Produced Video Recordings

7463-R

The use of films and videotapes in school are subject to the following regulations:

1. All films and videotapes must be carefully previewed and evaluated by the teacher and be determined to meet identified learning objectives and exit outcomes before they are used with students.
2. In general, copyright guidelines permit in-classroom use of copyrighted video tape when it is used for instructional purposes in a teaching situation as is a lawfully made copy.*
 - a. The school setting has been defined as a “semi-public performance.” Therefore, public performance rights are reserved for the copyright owner or those given permission.
 - b. Videotapes marketed for “home use” do not have the rights granted for public performance. Rented films that include a notice that the film is intended for “home use only” shall not be shown to a class for entertainment purposes.
3. Non-profit education institutions generally may use videotapes in the course of “face-to-face” teaching activities, without the need to obtain consent from the copyright owner if the following permissible guidelines are met:
 - a. The video is a legally obtained lawful copy.
 - b. The video must be used in the course of “face-to-face” teaching activities.
 - c. The video activity must be carried out by an instructor or student.
 - d. The video activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video programming obtained from commercial sources outside the school’s purchasing procedure through rental, lease or purchase must be approved for classroom use by the **principal**.
4. Parents/guardians shall receive one weeks advanced written notice when teachers plan to use commercial video recordings that are rated PG with elementary students, PG-13 with middle school students or R with high school students under the age of 18. Such notice shall include an accurate description of the contents of the video recording and where it may be obtained for parent/guardian review.

5. Other media such as CD-ROM, DVD, laser disc and audio tapes, while not a part of the video rating system, should be selected and used applying the same criteria as videotapes.
6. Video tapes may not be used for recreation or entertainment, or for other than planned instructional purposes.

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

**SCHOOL DISTRICT OF HOLLY
PARENT/GUARDIAN NOTIFICATION FORM**

Date: _____

Dear Parent/Guardian:

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

The rating is due to these factors: _____

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

_____ The film/video will be shown in its entirety.
_____ Only the following portions of the film/video will be shown:

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

Signature of Teacher

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

Film/video: _____

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

Student: _____

Signature of Parent/Guardian

School: _____
Address: _____

The board supports computer assisted instruction for the district's students in order that the student may efficiently and completely accomplish his educational goals and become computer literate.

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

Adopted April 15, 2002

7490 **Field Trips and Excursions**

7490

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**.

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

Adopted April 15, 2002
Revised January 9, 2006

7490-R Field Trips and Excursions

7490-R

Overnight or Out-of-State Curricular/Co-curricular Trips:

- a. The proposed trip must be planned to supplement specific activities in the student learning process, or be part of an authorized cocurricular activity.
- b. Any out-of-state or overnight trip request must be accompanied by a short written description of the purpose or goals of the trip. See the Superintendent's Nine Point Questionnaire.
- c. The destination must be within reasonable traveling distance for the age of the students involved.
- d. The person in charge of the field trip must be an employee of, or be accountable to, the district and sufficient chaperones must be available.
- e. Only in unusual circumstances shall transportation by private cars be approved by the **superintendent**.
- f. Financial commitments must be carefully considered and prearranged.
- g. Final approval will be at the discretion of the board upon recommendation of the **superintendent**.
- h. The Board shall be aware of a trip 30 days prior to the start.
- i. There is an exception process which can obtain approval in less than 30 days. It shall be used only for extraordinary circumstances. An extraordinary circumstance is where there could not have been any knowledge of the trip prior to 30 days in advance.
- j. Submissions can be made no greater than 365 days prior to the trip.

The teacher shall notify the **principal** of each trip planned and of the resources needed in advance of the trip. Each building **principal** shall develop appropriate forms to notify parents of forthcoming field trips and excursions. Said form shall include the nature of the trip, departure time, expected return time,

7490-R Field Trips and Excursions

7490-R-2

names of sponsors, mode of travel, anticipated costs to the student, if any, and a space where a parent may ask that his child be excused, said parent to state the reasons for the requested exemption.

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

**Overnight and/or Out-of-State
Curricular/Athletic Field Trip Request**

(This form must be submitted in advance so Board of Education can process 30 days prior to trip and in advance of any student recruitment)

Date Submitted: _____
Team, Class or Organization: _____
Destination: _____
Date of Trip: _____ **Departure Time:** _____ **Return Time:** _____
Chaperones: Names of Teachers: _____
Number of Parents: _____ Number of Coaches: _____
Transportation: _____
Educational Objective(s): *(All curricular field trips must supplement specific student learning)*

Rationale for trip (Why have you selected this format to reach the educational objectives?)

Itinerary: detailed itinerary must be attached

Group Participation - check and complete the appropriate section below

- Whole class or group
- Small, select group of students

Whole Class or Group

Total Number of students participating _____ Number of students **NOT** participating _____

Small Group

Total number of students participating _____
Criteria for participating _____
How much class time will be missed by participating students? _____
How will students be able to "make up" work in other classes? _____

Finances

Cost to student \$ _____
How was money for trip obtained? _____
Are there scholarship provisions? _____
Other _____

Note: Field Trips that require students to pay all or a portion of the expenses may not in any way affect any student's grade.

Recommended by:

Employee/Coach/Sponsor(s): _____
Building Administrator: _____
Approved by Board of Education: _____

*Adheres to Board Policy 7490
Adopted April 15, 2002
Revised January 9, 2006*

(Attach pertinent documentation, including any itinerary)

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

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

Educational Guidance

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

Personal Guidance

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

Vocational Guidance

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

LEGAL REF: MCL 380.1233; Family Rights and Privacy Act; Title VI, Civil Rights Act of 1964, Section 100.4 (a & b); Title IX, Education Amendments of 1972, Section 106.4; Section 504, Rehabilitation Act of 1973, Subpart 104.5

Adopted April 15, 2002

7500-R Guidance Program

7500-R

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

Guidance and counseling on a personal basis shall assist each student to understand himself, his 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 evaluate and to reinforce the guidance program for students enrolled in school.

7560 Grading System

7560

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

The Superintendent shall cause a District grading system to be published.

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

Adopted August 18, 2008

7600 Promotion and Retention

7600

Grade level and group assignments, including promotion and retention, shall be the responsibility of the **superintendent** and shall be made in the best interest of the individual student.

Students will normally progress annually from grade to grade. However, exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best interest of the individual student involved.

Adopted April 15, 2002

7600-R Promotion and Retention

7600-R

Elementary Grades

At the elementary level, retention at present grade level or promotion to a higher grade level shall be decided on the basis of potential benefit to the pupil. * Retention or promotion shall be determined* by the building **principal** for each pupil, on individual merit and based on demonstrated mastery of minimal instructional objectives in mathematics, reading, and writing as measured by the District's assessments. In making their professional judgment, **principals** shall consider: (1) the recommendation of the teachers who work with the student; (2) the present academic performance of the pupil; (3) the academic potential of the pupil as measured by unbiased criteria; (4) the physical, mental, emotional and social maturity of the pupil; (5) the probable effects of retention or promotion, on the pupil; (6) the cooperation, opposition or concerns of the pupil's parent/guardian, and (7) any other legal or ethical criteria.

Secondary Grades

At the middle school and high school level, retention or promotion shall be decided on the above criteria plus, the successful completion of required courses and number of credits plus, the successful completion of required courses and number of credits specified by local district, State and North Central Association regulation. *This authority is delegated by the **superintendent**, who has sole responsibility. The **superintendent** shall: "classify and control the promotion of pupils."

1. Grade level placement shall be the responsibility of the building **principal**, who shall consult with the **superintendent** when in his judgment borderline cases might create controversy between parent and the school;
2. Grade level placement shall be based on the following criteria:
 - a. Academic achievement and ability as indicated by standardized test scores;
 - b. Academic achievement and ability as observed by the classroom teacher or teachers involved;
 - c. Chronological age of student;
 - d. Size and physical development of the student;
 - e. Social maturity of the student;
 - f. Emotional maturity of the student; and
 - g. Attitudes and reaction of parents and student.

3. Notification should be given to parents as soon as the teacher feels that retention may be recommended, and a conference held with the parents in order to prepare them for the possible retention and to enlist their help in preparing the student. Nothing should be said at these conferences that would indicate to the parent that a decision has been made;
4. Final recommendation of retention shall be made to the **principal** before the end of the school year. At that time a conference should be scheduled with the **principal**, teacher or teachers, and parents in attendance;
5. After the conference, the **principal**, in consultation with the teacher, shall make the decision as to whether or not the student should be retained;
6. A written statement of parental approval should be obtained if possible, and included in the student's permanent record file. If the parents do not approve but the student is retained, a statement to that effect should be placed in the student's file. If the parents do not agree to retention and as a result the student is promoted, a statement signed by the parent so indicating should be placed in the student's file.
7. No student shall be retained unless the provisions of items 3 and 4 above have been complied with or evidence submitted indicating that every effort was put forth to attempt to comply with them.
8. Promotions from elementary to middle school or middle school to the high school shall be determined by the sending building **principal**. A single failure will not necessarily require retention.
9. Potential failure of high school students should be called to the attention of both student and parents by mid-semester and an effort made to confer with the parent concerning the potential failure.
10. Though retention may be used at all grade levels, it is recommended that adjustments in a student's placement be made as early as possible.

All teachers shall supply make-up work assignments when requested by the student or parents, with the exception of students expelled by the Board of Education.

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. After consultation with the appropriate teachers, the building **principal** shall make such a determination subject to possible review by the **superintendent**.

Adopted April 15, 2002

7630 Graduation Requirements

7630

The board may adopt graduation requirements beyond the minimums set forth by the state board.
The graduation requirements shall be published in all student handbooks.

LEGAL REF: MCL 380.1282

Adopted April 15, 2002

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

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

Psychological and guidance oriented tests may be selected for use in the district upon recommendation of the guidance counselor and building **principal** and approved by the board. The guidance staff is encouraged to develop such tests 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 (Cf. 8940 *et seq.*)

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

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

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

Generalized results of mass testing may be given to 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.

Student Assessment

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

Testing Out

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

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

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

LEGAL REF: MCL 380.1081-1086; 380.1204a; 380.1172; 380.1278; 380.1279; 380.1279b; 380.1279c; R 340.1101-1107; AG Opinion #6148

Adopted April 15, 2002

Testing Selection and Adoption

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

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

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

Standardized Tests

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

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

To ensure meaningful parent involvement in Title I, the staff will consistently inform parents of their children's progress and assist them to further that progress by:

- Timely notification when child is placed into program, explaining why child has been chosen.
- Conferences with parents regarding ways to increase their child's academic progress.
- Consultation with parents on the goals and desired instructional outcomes of Title 1 and local and state core curricula.
- Written reports on child's progress.
- Provision for response to parent's questions and recommendations.
- Encouragement of volunteer participation in school activities.
- A public meeting to which parents of Title 1 children are invited.
- Workshop opportunities dealing with current educational concerns and practices.

In addition to the policy procedures listed above, the Title 1 staff will develop appropriate contracts with parents.

Adopted June 24, 2002

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

LEGAL REF: MCL 380.1282

Adopted April 15, 2002

7770 Teaching About Religion

7770

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

LEGAL REF: MCL 380.1217

Adopted April 15, 2002

7800 School Ceremonies and Observances (Cf. 7770)

7800

Opening Exercises

Classrooms may open the school day with appropriate exercises. Elementary schools shall stress the meaning of the Pledge of Allegiance and conduct the Pledge in individual classrooms at least once each week that school is in session.

Secondary schools shall be encouraged to use the Pledge when appropriate during the school day and at special events. 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.

In accordance with federal law¹, the District shall offer an educational program(s) each year on Constitution Day to commemorate the September 17, 1787 signing of the United States Constitution.² The Superintendent shall establish administrative guidelines ensuring that the District observes Constitution Day properly and in a manner befitting the importance of the event to the history of the United States of America.

Federal Requirements

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

LEGAL REF: MCL 380.1175; 380.1217; AG Opinion #4405; *Lee v. Weisman*, 112 S. Ct. 2649 (1992)

Adopted April 15, 2002

Revised August 18, 2008

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

7800-R

¹ Section 111 of Division J of Public Law 108-447

² Constitution Day shall be held on September 17th of each year. However, if September 17th falls on a Saturday, Sunday, or holiday, then Constitution Day shall be held during the preceding or following week.

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

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

Observance of Religious Holidays

The practice of the district shall be as follows:

The several holidays throughout the year 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, crèche, symbol of Native America or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are Christmas, Easter, Passover, Hanukkah, 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.

Dissemination of Religious Materials

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

Dedications and Commencement

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

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

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.

Each local school improvement committee shall be comprised of a number of persons as each school improvement committee and shall be representative of the school community. The **superintendent** shall be an *ex officio* member of each local school improvement committee.

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, goals and strategic plan as established by the board.

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 at least monthly.

Review

At least annually, 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.

LEGAL REF: MCL 380.1204a; 380.1233

Adopted April 15, 2002

7900-R School Improvement

7900-R

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

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 annual report to the board should include all components as required by Michigan School Code.

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, Activities.