

7000—INSTRUCTIONAL PROGRAM

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7060	Curriculum Guides and Course Outlines
7110	Basic Program Elementary Program Middle/Junior High School High School
	SN <u>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.</u>
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The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses required by statute and State Department of Education regulations;
- B. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- E. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- F. utilizes a variety of learning resources to accomplish the educational goals;
- G. encourages students to utilize guidance and counseling services in their academic and career planning.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board annually, prior to the end of the school year.

The Superintendent may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals.

The Superintendent shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs before it is initiated.

Unless the Board disapproves, the Superintendent may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the Superintendent to pursue actively State and Federal aid in support of the District's innovative activities.

Approved: June 12, 2000

Amended: January 8, 2001

Amended: October 9, 2018

LEGAL REF: MCL 380.1282

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interests of the students. The Superintendent's recommendation shall include the following information about each course of study:

A. its applicability to students and an enumeration of those groups of students to be affected by it

B. the intended learning outcome(s), defined in terms of how the learning is applied

C. its scope and sequence and a statement of the rationale used to determine the amount and type of instructional time needed to accomplish the objectives at each level

D. its justification in terms of the goals of this District, especially when it is proposed to take the place of an existing course of study

E. its instructional methods and learning strategy including the manner in which the learning of democratic principles and ethics is provided for, if appropriate to the content of the course

F. the resources that its implementation will require, including instructional materials, equipment, specially-trained personnel, facilities, etc.

G. the plan for its continuous assessment which includes criteria and standards

H. its developmental and operational history as well as data on results, where available

The learning that results from each course of study should be durable, significant, and transferable and require a high level of student achievement of clearly-defined, cumulative performance objectives.

The plan for student assessment for each course of study should include the criteria and standards that will be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at his/her optimum level.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Any deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

Since one of the District's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning outcomes that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed. The Superintendent's guidelines should include recommendations to staff on how to instruct students in these important work ethics and how to include these learnings in the grades that students receive.

The Superintendent shall develop administrative guidelines which provide for the development of individual learning plans that contain pre and post assessment activities as well as instructional activities for implementing each course of study. Such plans should also provide for proper record-keeping and periodic reporting of student performance. As required for State certification, the Superintendent shall ensure that the

appropriate amount of instruction time is allocated to each course of study that comprises the program of each school. The allocation of time is to be determined by the Superintendent and appropriate members of the staff and shall be justified in terms of the amount of time needed for students to accomplish the curriculum objectives of the core curriculum as well as the District's educational outcomes.

In keeping with the Board's commitment to the school improvement process, such guidelines shall also provide for the appropriate participation of staff, parents, students, and relevant community organizations in the review of the District's courses of study.

The Superintendent shall maintain a current list of all courses of study offered by this District.

The list shall include the data on each furnished with the recommendation for its adoption.

M.C.L.A. 380.1164b, 380.1277, 380.1278, 380.1282, 388.1621

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 380.1282

7110 Basic Program

7110

In order to comply with State law, the Board shall adopt a core curriculum which is to be based on the Model Core Curriculum developed by the State Board of Education. The Superintendent shall prepare administrative guidelines which will provide for a description of the courses that will comprise the core curriculum as well as the sequence, in grade clusters, in which such courses will be taught.

Should the core curriculum vary from the State model, the description of the core curriculum is to be accompanied by an explanation of the District's variations from the model and shall verify that no attitudes, beliefs, or value systems are included in the curriculum that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society.

The Superintendent's guidelines shall also provide for an explanation of the means by which the core curriculum will be implemented and evaluated based on the K - 12 Program Standards of Quality established by the State Board of Education.

The Superintendent shall establish administrative guidelines which will assure each student a fair opportunity to achieve the academic outcomes established for the core curriculum. Such guidelines should ensure that instruction in each area of the core curriculum focuses on the learning processes students need to use to achieve the academic outcomes and should provide procedures for special assistance to students who are not achieving the outcomes.

The Superintendent is authorized to explore the feasibility of establishing a non-graded, continuous-progress program for grades 1-4 which will best assure that students in these grades are being provided an adequate opportunity to achieve the academic outcomes called for in the core curriculum for these grade levels.

Approved: June 12, 2000

Amended: October 9, 2018

M.C.L.A. 380.1204(a), 380.1278

7110-R Basic Program

7110-R

The District will arrange homebound services for eligible students in accordance with state school aid act.

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

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

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

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 380.1277

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.

Program

The cocurricular program shall be based upon its ability to contribute to the development of participating students. Final responsibility for the inclusion of a specific activity in the program will rest with the school administration. Worthwhile activities will be sponsored as the needs arise and sufficient numbers of students become interested. All extra-curricular activities shall be integrated with the general education program.

Retention of a specific activity shall be determined by the contributions made to the general school welfare and the ability of the school to conduct it successfully. In reaching a decision regarding any activity, those responsible will be guided by the desires of interested students, the records of the organization, and the availability of qualified sponsors. It shall be the aim of those in authority to sponsor a program sufficiently broad to meet the special interests of all students, and to make every effort to acquaint students with the program of activities and guide them in intelligently selecting a program of activities.

Educational Aims

Special emphasis on the training of student leaders shall be provided by the general cocurricular program.

Administration

The administrative head of the extracurricular program shall be the Principal. He/she shall be charged with the responsibility of coordinating the various activities, instruction of student leaders and sponsors relative to their duties, and the general effectiveness of the program.

Execution of the various phases of the extracurricular program may be delegated to qualified individuals. Sponsors of non-athletic activities are to be appointed by the Principal.

In the selection of sponsors for specific activities in the extracurricular program, due consideration shall be given to the following qualifications:

1. Previous experience.
2. Specific training.
3. Special interests.
4. Special abilities.
5. Teaching load.

The type of program carried out in any activity and its educational contribution to boys and girls rather than victories won shall be used in evaluating the success of any sponsor.

Attention shall be given by the administrative staff to informing faculty sponsors/advisors relative to their duties.

Evaluation

School authorities, including sponsors, will be expected to evaluate the program at regular intervals. Evaluation shall include:

1. Realization of objectives.
2. Number of students participating.
3. Loss of school time.
4. “Carry over” between participation in school activities and participation in adult activities.
5. Effects of participation on regular school work.
6. Opinions of others regarding the program.
7. Good and bad outcomes.

Behavior

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

Transportation

Transportation to and from all cocurricular events shall be in school vehicles whenever possible, not in private vehicles. If a private vehicle is used, parent or guardian permission must be granted.

Regulations

The Superintendent shall establish regulations and procedures for the conduct of the cocurricular programs of the District in line with this policy and the Board's educational goals.

Approved: June 12, 2000

Amended: October 9, 2018

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

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

A faculty or parent 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 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. The Secondary Principal 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 Principal shall develop rules and regulations covering extracurricular activities in his/her building. Such rules shall list responsibilities of students and advisors or chaperones. All activities sponsored by school groups must be adequately supervised

7130-R Cocurricular Activities

7130-R-2

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.

Approved: June 12, 2000

Amended: October 9, 2018

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/her classmates throughout his/her school career; develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure to prevent in the dropout scenario; offer a teaching and counseling curriculum designed to provide students graduating from high school with valuable skills, career direction, and the possibility of future employment; encourage high risk students to participate in school activities in order to combat the school isolation common to dropouts; and communicate with parents and students regarding the value of education in their lives.

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

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 380.1204a

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

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

Approved: June 12, 2000

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

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

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

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

Approved: June 12, 2000

Amended: October 9, 2018

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

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

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

Approved: June 12, 2000
LEGAL REF: MCL 380.1149; 388.1631a

7200 Partnerships (Cf. 9720)

7200

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

Approved: June 12, 2000

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

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

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

Board Philosophy The Board, with support from its administrative staff, recognizes that competing in athletics is not a right but a privilege, and expects athletes to assume their responsibilities in adhering to the athletic policy established by the athletic council, approved by the Board and published in the student handbook. Students who are members of athletic teams represent themselves, their school community, parents and team. Conduct at all times, both on and off the athletic field, will be of the highest standard.

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

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 the athletic programs to recommend programs which will meet this goal.

Michigan High School Athletic Association

The Board shall annually approve the District's membership in the Michigan High School Athletic Association (MHSAA) and participate in the approved interscholastic athletic activities sponsored by the MHSAA. 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 the MHSAA as minimum standards for the District. Participation in athletics is a privilege, and shall be subject to the standards of the MHSAA as well as the District's rules approved by the Board for academic and behavioral conduct.

League Membership

Membership of the District in an interscholastic athletic conference or league shall be subject to Board approval upon recommendation of the Superintendent and the athletic staff. The Board shall review the constitution and bylaws of such organization and its

rules and regulations before giving its approval. The designated voting delegate to the conference governing body is a representative of the District. Therefore, before voting on changes in bylaws, rules or regulations that will in any way affect the District or the school's athletic teams, said representative shall advise the Board of the proposed change and follow its direction in voting if such direction is given.

Physicals

No student may practice or play in competition for any athletic team until he/she has been examined and approved by a medical doctor for competition.

The Athletic Director shall make sure all physicals are on file in the athletic office per MHSAA regulations.

Injury

A student, who has been withheld from competition or practice by a health care professional or has received serious medical attention during a contest or practice, may not participate in a contest or practice until a permission to resume the activity note is received by the athletic director in writing from a health care professional.

Athletic Responsibilities

1. The Principal, Athletic Director, and/or Superintendent shall have the power to prohibit participation in an athletic contest for disciplinary reasons.
2. The Athletic Director shall be in charge of arrangements for all contests, shall schedule all games, arrange for all officials, ticket sellers, and crowd control workers, prepare policy protection at all home contests, and arrange for spectator buses for students to away games.
3. The purchase of any athletic equipment shall be with the approval of the Athletic Director.
4. Administration of general athletic policies shall be under the direction of the Athletic Director and the Superintendent.
5. All cash boxes must be requisitioned at least one day in advance. These monies are to be immediately banked in the athletic office after each athletic event and is to be counted

by the school bookkeeper and a witness on the next school day after the athletic event. Both parties shall sign the ticket slip, which is to be filed and the monies deposited to the athletic account.

Volunteer Coaching

Individuals desiring to do volunteer coaching must first have the approval of the Athletic Director and Superintendent and then the approval of the Board. Any volunteer coach will be subject to any and all pertinent and appropriate rules and regulations of the School District. The District expects the volunteer coach to provide the information required to obtain an ICHAT background check.

Raffles

Raffles during the sport season shall be limited to one per athletic activity contest and must have the Athletic Director's approval. There shall be no selling of raffle tickets for any purpose during the regular school hours excluding before and after school and the noon hour.

Rules for Home Athletic Events

1. A statement on sportsmanship (to be sent from MHSAA) shall be made available at home games.
2. Law officer(s) shall be present at all major athletic events (when possible).
3. No person shall:
 - a. willfully or maliciously make or assist in making any extreme noise, disturbance or improper diversions by which the normal order of the school or event is disturbed.
 - b. use profane, indecent or immoral language or indulge in indecent or immoral conduct at any time on school property.
 - c. create a disturbance in the school or on the school grounds lawfully used for school activities.
 - d. be drunk or under the influence of any controlled substance; or indulge in or use any narcotic drug or any alcoholic beverage on school property.

- e. accost or molest any person on the school grounds or inside the school itself during any school activity.
- f. obstruct, resist, hinder or oppose any administrator, teacher, employee, Board member, in the discharge of his/her lawful duties in the school or on the school grounds used for school activities.

Any person guilty of any of the above acts, shall be removed immediately from the school premises by law enforcement officials. Such persons shall be prosecuted according to law or subject to Board actions, including but not limited to being barred from attendance at school or any school activity.

Approved: June 12, 2000

Amended: January 8, 2001

Revised: October 11, 2004

Revised: July 10, 2007

Revised: December 11, 2007

Amended: October 9, 2018

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

7220 Interscholastic Contests (Cf. 7210)

7220

The District shall stimulate contests of a non-athletic nature as well as various activities which are non-competitive and are consistent with the Board's educational goals for the District and the District mission. (Band festivals, exchange assembly programs, etc.)

The Superintendent shall establish procedures and regulations for administering this policy. He/she shall ensure that students in the District are not subject to undue pressure or influence in the context of such contests or programs.

Overnight or Out-of-State Travel

Any athletic contest that involves out-of-state travel or overnight accommodations must be approved by the Board prior to being scheduled.

Approved: June 12, 2000

The school will look with disfavor upon contests which are sponsored by pressure groups, or upon questionable practices engaged in by companies to promote their own interests. All local activities or contests must have the approval of the Principal.

While the idea to succeed and win is an American heritage and should have a place of eminence, the school will object to undue pressure being placed upon directors of school activities to win contests. The value of contests in the educational program will be judged on a utilitarian basis - "the greatest good for the greatest number"

Directors of school activities shall keep in mind the general welfare of the student when urging preparation for any event.

Missing Class Time

Students who lost time from school while participating in contests or school trips, will be expected to make up class work which may be missed. The responsibility to obtain and complete this work lies with the student.

Academic Eligibility

To be eligible to participate in athletics, a student must be passing all classes with a grade of D or better during weekly eligibility checks. If a student's grade is a D- or below, they will be placed on probation for one week. If that grade has not improved to a D or above by the end of the probation week, that student will be ineligible until the grade becomes a D or above. A weekly ineligibility period will start on Sunday and run through the following Saturday.

Conduct/Behavior

If the conduct of a student becomes detrimental to the educational process of the well-being and ideals for the team, athletes, or himself/herself, the student will be dealt with in accordance with the philosophy and Administration of Athletics handbook up to and including removal from the athletic team of which he/she may be a member. If an athlete is dropped from a team for disciplinary reasons in season, he/she is not allowed to try out for another sport during the same season.

Approved: June 12, 2000
Amended: January 8, 2001
Revised: October 11, 2004
Revised: July 10, 2007
Amended: October 9, 2018

Practice Eligibility

A student must attend

all day the day of a practice or contest or all day Friday if the contest is on Saturday. Exceptions will be made for absences due to school-sponsored events, medical appointments, and unforeseen circumstances.

The Athletic Director or Superintendent prior to competition or practice, must approve all exceptions.

Suspension

A student who is suspended from school may not practice or be in attendance at practice. If school suspension covers the day of a contest, the suspended student may not travel, dress or sit on the bench with his/her team.

Amended: October 11, 2004

Revised: July 10, 2007

Amended: October 9, 2018

A varsity sport is defined as an athletic program operating under the direct supervision of the Athletic Director and Board of Education and follows the guidelines of the MHSAA.

If a new sport qualifies as a Board fully approved sport, it should receive the additional funding required to support it similarly to other athletic department programs in terms of equipment, transportation, awards, etc. However, unless “new dollars” are available to support a new sport, it will not be considered. Thus, great deliberation and study must be taken before adding or dropping any sport. The Superintendent will establish guidelines to implement this policy.

- A sport must have been a successful club sport for four years exhibiting sufficient interest. In addition, student surveys, MHSAA emerging sports surveys, community needs, group requests, parent requests, etc. must have been reviewed.
- The cost to field the new team must be reasonable. That is, the current budget and future budgetary trends, Board commitment, etc. must be examined to assure adequate funding for continuation.
- The availability of teams for competition within reasonable travel distance must exist. League or other area conferences, the MHSAA participation database, and the cost of travel must be considered and deemed reasonable.
- Adequate facilities must exist to permit the sport to be added without seriously jeopardizing existing athletic programs. Gym, practice, game schedules, and storage space availability must be considered and determined sufficient.
- Competent coaches must be available.

- The impact on Title IX must be considered to assure continuation of compliance. Self-audits, MHSAA determinations, and OCR regulations must be studied.
- Reviewing if the addition of the new sport would jeopardize participation in other, existing sports must be taken into consideration.
- There will be no junior high level sports unless both recognized by MHSAA and funneling into a varsity level program.
- The district will not support elementary level sports.
- Dropping a sport for one season will occur when there are insufficient numbers of participants or when an inability to find a competent coach exists. When insufficient numbers of participants exist for two consecutive years, the sport will be eliminated and to reestablish the sport, it will have to go through the same scrutiny as above.
- Before dropping or eliminating a varsity sport, any junior varsity or freshman level team will be consolidated first in an attempt to field the varsity level team. The decision to add or eliminate a sport will initiate at the athletic director level and be reviewed by the Superintendent. After those steps are met, the superintendent will bring the matter to the Board for referral to the appropriate committee(s) before the full Board takes action.
- The Athletic Director is responsible for dropping the sport for one season if necessary and for notifying all opponents. The Athletic Director is responsible for maintaining communication with

opponents and other interested parties as the sport undergoes final review.

Adopted: July 1, 2002

Revised: July 10, 2007

Amended: October 9, 2018

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.

Selection

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

1. An interest in and a liking for children;
2. Ability to work with teachers and administrators;
3. Willingness to carry out school policies;
4. A professional attitude toward the District and its students;
5. Ability to work with small groups and in one-to-one instruction under direction of a teacher;
6. Desire to work with all students regardless of race or socio-economic background; and
7. Emotional stability to withstand the daily challenges of group interaction.
8. Two years of education beyond high school or willing to work toward that. A reasonable amount of time will be given to obtain this status.

Duties

The duties will be in accordance with state law and support staff contract.

Supervision

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

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

Textbooks

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

Establishing a committee composed of teaching staff in the subject matter area up for adoption;

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

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

The Principal shall present to the Superintendent any textbook purchases to be presented to the Board for purchase.

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

Texts may be purchased from the District at the full purchase price or at a prorated price because of condition or age if the texts are no longer going to be used.

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 borrowed books or sets of books.

7360 Instructional Day

7360

The school instructional day shall be designed to make best use of the time provided to achieve the educational goals of the District. Total number of instructional days and hours provided to students shall be adjusted each year to meet or exceed the requirements of law.

The Superintendent shall determine and structure the school schedule, class periods, and expectations of instructional staff consistent with this policy.

Approved: June 12, 2000

LEGAL REF:

MCL 380.1284

7360-R Instructional Day

7360-R

School Day (Students)

The elementary school day runs from 8:15 a.m. to 3:00 p.m.

The secondary school day runs from 8:15 a.m. until 3:00 p.m.

School Dismissal

School is to be in session on every designated school day for the entire length of the daily schedule unless otherwise directed by the Superintendent. Early dismissal for any valid reason must first receive his/her approval.

Regular vacation periods and special recesses are established by the Board. Notification of such dates will be made available at the proper time and then may be announced to the students.

Class Periods

The scheduling of classes in grades K-12 will be the responsibility of the appropriate Principal with the final approval of the Superintendent. It is expected that a teacher will be in the classroom at the beginning of the period and that he/she will remain with the class throughout the period. Such practices as leaving the class to carry on extracurricular activities or to attend to duties of a varied nature are not to be considered emergencies. Teachers shall plan their activities as not to conflict with regular classroom assignments, but in exceptional cases where conflict is unavoidable arrangements shall be made with the Principal. A teacher will be called from the class only for emergencies.

Lessons Plans and Organization of Work

Detailed teaching plans for the use of the teacher shall be prepared at least one week in advance of their use. These are to be kept in a plan book in the classroom and will be easily accessible to substitute teachers

with a copy turned in a week in advance to the building Principal if requested.

Amended: January 8, 2001

Amended: July, 2008

Amended: August 12, 2008

Amended: July 13, 2010

Amended: June 26, 2012

Amended: October 9, 2018

General plans may be stated in terms of topics to be covered, specified objectives to be achieved and materials and references to be used steps to be employed in developing the daily lesson. When appropriate, the plans may reference where the above items could be found in the textbook or series.

A substitute teacher should follow the general plans prepared by the regular teacher. They should also see that the proper records are made with respect to attendance and scholastic achievement before leaving for the day.

The purpose of any lesson plan is to insure organization of work and continuity of instruction. It is expected that any deviations will be noted on the written plan for that day.

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.

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF:

20 USC § 1232h

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

The goals and objectives of the libraries shall be the following:

1. To acquire books and other materials in line with the demands of the curriculum and the needs of the teachers and the students.
2. To guide students in their choice of books and other materials of learning and recreation.
3. To develop in students' skill and resourcefulness in their use of books and libraries.
4. To help students establish a wide range of interest.
5. To provide aesthetic experience and appreciate of the arts.
6. To encourage lifelong education through the use of library resources.
7. To encourage social attitudes and provide the experience.
8. To work cooperatively and constructively with instructional and administrative staff of the school.
9. To provide students with technology resources and adequate education in using them.

Ordering Library Material

School library materials will be chosen and purchased by the librarian or other staff member assigned to the library with approval of the building Principal after thoroughly reading and evaluating several reviews and recommendations from professional reading and evaluating several reviews and recommendations from professional books and journals specified by the American Library Association. These books and journals may include the following: **Standard Catalog for Elementary, Junior**

**High, and High School Libraries, Library Journal, School Library
Journal and Book Lists.**

Amended: January 8, 2001

Amended: October 9, 2018

The purpose of these is to provide the librarian with a list of good basic books for a school library. This collection should be supplemented with other materials appropriate for each individual library. The materials for the libraries will be chosen for appropriate grade level, interest level, need and suitability of the subject matter of the students.

Approved: June 12, 2000

Amended: October 9, 2018

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

Purchase Procedures

All orders for instructional materials other than textbooks, expendable materials and film rentals will be channeled through the person in charge of the library or the building Principal, as the case may be, to the purchasing officer of the District. All purchases will be made in accordance with Board policies.

At the beginning of each fiscal year, the person in charge of the library 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 library 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 the library 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.

7400-R Instructional Materials and Media Centers
Service

7400-R-2

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 library or the building Principal, within budgetary limits.

Authority

The Board authorizes the District's trained personnel to make selections for the library 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 library records.

If a parent or citizen has a concern about any textbook, workbook, audio-visual aid, or library material he/she may make an appointment with the building principal to discuss. Any further resolution would follow the appropriate chain of command.

Approved: June 12, 2000

Amended: October 9, 2018

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

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 and supplementary materials.

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF:

20 USC § 1232h

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

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

Any videos used in class need to be made available if requested.

Approved: June 12, 2000

Amended: October 9, 2018

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

7463-R Use of Commercially Produced Video Recordings 7463-R

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

1. All videos 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.*

7480 Assemblies

7480

Assemblies shall be held as scheduled by the involved Principal. The purpose shall be educational or entertaining in proper and moral taste. No student will be forced to attend an assembly if it is contrary to his/her religious beliefs. Students objecting will go to a supervised study area during the assembly. This exclusion will be announced to all involved students prior to the assembly.

Approved: June 12, 2000

Amended: October 9, 2018

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

Use of Community Resource Persons

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

School Volunteers (Cf. 9230)

The use of school volunteers is encouraged whenever a legitimate educational objective may be advanced. Appropriate background checks need to be performed.

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 691.1505

Field trips and excursions are encouraged when a reasonable educational objective can be established. Field trips must be approved by the building Principal prior to being scheduled. Any trip that goes out of state or overnight must receive Board permission prior to being scheduled. The recommendation shall take into account any foreign travel warnings or cautions of the U.S. Department of State. In addition, before making any recommendation, the Superintendent shall seek advice concerning overnight or foreign travel from the District's legal counsel and insurance carrier. Rules and regulations regarding educational field trips shall be developed by the Superintendent.

Approved: June 12, 2000

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

Revised: November 28, 2001

Amended: February 11, 2002

Amended: May 8, 2007

Amended: October 9, 2018

Generally, out-of-town field trip (within a radius of 100 miles* of Onaway) of an educational nature are allowed for each grade, K through 8 each year. In grades 9 through 12 they are allowed on a subject area basis. (Discipline will be the concern of the sponsoring teacher(s) not the bus drivers).

*This may be extended on an individual basis with permission of the school Board.

The nature of scheduling of the trip is subject to the approval of the building Principal who in turn will make bus accommodations through the office of the Superintendent and transportation manager. Buses departures and arrivals will be approved by building administrator.

Student Eligibility

- A. Students must be graduating in the current year.
- B. Students must be in attendance for a minimum of seventy-eight (78) of ninety (90) semester days in the first semester, and have no more than ten (10) absences at the time of the trip, second semester, or at the discretion of the high school principal
- C. Students must be eligible to graduate.
- D. Students must not have had any major discipline problems – per discretion of High School Principal.
- E. Eligibility for the senior trip will be determined after the 4th marking period.

Nature of Trip

- A. Sufficient resources to pay all transportation costs, overnight costs, and admissions fees/tickets for concerts, plays, museums, etc. for the senior trip must be in the class's account prior to seeking Board approval. Students may be asked to pay for their own meals.
- B. Classes may engage in fund raising activities for the senior trip prior to the senior year but not prior to the class's entry into high school. Fund raising is to be such that all students will have the opportunity to earn enough money to participate in the trip.
- C. The Senior class proposal must include one chaperone for each ten students participating in the trip.
- D. The Senior class may pay all expenses for the chaperones.
- E. Board approval must be obtained prior to scheduling.

Regulations for Senior Trip

- A. Students involved in a gross misbehavior may be sent back to Onaway School at the expense of the parent or student, if guilty of the following but not limited to:

1. possession of or consumption of any beverage containing alcohol.
 2. possession of or use of any drug or substance which produces abnormal behavior.
 3. any behavior so determined by the class advisor or chaperones that warrants immediate removal from the group.
- B. Students committing a gross misbehavior will be suspended for a minimum of five (5) school days. Students will not be permitted to participate in any athletic or school sponsored extra-curricular activities for the remainder of the year. A hearing will be held during the suspension to determine further action. The principal will consider if further suspension is needed and whether the student will be able to go through graduation exercises.
- C. Students will not be permitted to smoke, use tobacco or vape, at any time during the senior trip.
- D. Student misbehavior not determined to be gross misbehavior will be dealt with upon return of the group. Appropriate punishment will be established by the principal after consulting with the chaperones and conferring with the student. Possible punishment could include suspension from school and loss of privileges to attend any school sponsored activity other than graduation.
- E. The senior class advisor will be in charge of all discipline matters during the trip. They will have the authority to establish rules on the trip.
- F. The senior trip begins at the school. Before departure, a *baggage* check may be made. If the student is found to have *alcoholic beverages, controlled substances, weapons, or tobacco products*, s/he will be excluded from the trip.

Amended: January 8, 2001

Amended: May 8, 2007

Amended: October 9, 2018

7500 Guidance Program

7500

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

Educational Guidance

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

Personal Guidance

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

Vocational Guidance

The District shall assist students in formulating vocational goals and objectives.

Approved: June 12, 2000

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

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/her capabilities and limitations; to identify alternate courses of action; and to make appropriate personal decisions. The counselor shall refer any student's personal problem to the parent or guardian, after consultation with the Principal, whenever such problem is beyond the scope of training and experience for the counselor.

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

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

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

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

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

The purpose of grading shall be to encourage and reinforce student performance and skill development throughout the entire term of a course - learning is a continuous process. Grading shall also provide an on-going assessment of all students' progress through the curriculum and provide periodic reports on this progress to each student and the student's parent/guardian. This assessment is a reflection of many components: attainment of state and local benchmarks, progress within individual capabilities, work ethic, and a receptiveness and willingness to take part in the educational environment.

The mark of achievement is both quantitative and qualitative and should indicate not only the satisfactory completion of a required amount of work but such factors as the extent of a student's ability, industry, effort, accuracy, thoroughness and responsibility in doing the work, with the emphasis upon flexible, individual evaluations. Student achievement should be the focus of all courses and genuinely reflect the district's mission statement: Working together to prepare students for life.

Learning is not just a set of subskills that can be separated, taught, mastered, and tested as proponents of standardized testing would have us believe. Learning is a holistic process involving the construction of meaning. Learning is continuous. Teacher observations, anecdotal records, checklists, conferences, student work, and development of skills over time are all part of authentic assessment: a better model for grading, a model that accepts that each child is different, that each learner is unique, and a model that can more readily adapt itself to a broad spectrum of learners. Assessment should be not only performance based, but outcomes based as well.

A synopsis of this policy shall be published in the appropriate faculty and student handbooks.

Approved: June 12, 2000

Amended: June 14, 2004

LEGAL REF: MCL 380.1282; AG Opinion #5879

Marking Periods

All classes are marked on a semester basis for grades 6-12 and a year basis for grades K-5. Report cards are issued every nine weeks for grades K-12. In addition, periodic progress reports will also be issued for students in grades 6-12 or approximately every 4 ½ weeks.

The second and final report cards of each semester will contain only marking period grades, exam grades and semester grades. Semester grades in the high school are cumulative from the first day to the last day of the entire 18-week semester. Only semester grades are recorded on the student transcripts and used in determining grade point averages.

Grades and Grade Point Average (GPA)

The following scale is used to calculate the GPA for students in grades 6-12 and indicates the percentage corollary as well.

A (100-93%) = 4.0	C- (72-70%) = 1.7
A- (92-90%) = 3.7	D+ (69-67%) = 1.3
B+ (89-87%) = 3.3	D (66-63%) = 1.0
B (86-83%) = 3.0	D- (62-60%) = .7
B- (82-80%) = 2.7	F (59% and below = Failure
C+ (79-77%) = 2.3	G (pass based on listed
C (76-73%) = 2.0	criteria) = .7

In addition to the above grades the following grades may also be used on a report card:

I = Incomplete because of necessary absences (such as illness or other reasons beyond the student's control).

NC = No credit for (non GPA) course or due to excessive absences.

G = Pass for effort (see following explanation).

CR = Passing grade in a (non GPA) course.

(There is to be no A+ used in grading).

A “G” is to be issued when student effort, progress, and work ethic is sufficient to demonstrate an increased understanding of subject material and relevant applications to the work world. A student making a sincere effort in a class, but unable to reach the (D-) average necessary to achieve credit, will be awarded the grade of a “G” (pass) for this effort. The grade of “G” shall carry a weight of .7 in calculating the GPA of the students. A student receiving a grade of “G” may repeat the course, at the student’s option, to raise the grade in this course. If a subsequent attempt in the course results in a higher grade, the “G” will be replaced with the higher grade. If a subsequent attempt in the course results in a lower grade, the “G” will remain on the student’s transcript.

A student who does not complete the required work of a course will be issued the grade of “I” (incomplete). If the work is not completed during the next report card period, the grade becomes an “F” (failure) with no credit given for the course. For such a course, a zero will be used in calculating the GPA of the student.

Any high school student who misses more than 10 days of a class during a semester will automatically receive an “I” for that class until the “I” is changed by the teacher pending the approval of the attendance committee or the building administrator.

Student Failures

Teachers should confer with parents in cases of student failures and should have at hand evidence regarding their treatment of individual cases. This conference should be initiated by the teacher and can take place in the form of a report card, progress report, telephone call, note or letter home, or other conveyance. It is the joint responsibility of the school and the parent/guardian to ensure proper updates are maintained thereafter and a plan in place to enhance student achievement in the future.

Parents of seniors in danger of failing a class necessary for graduation must be notified 12 weeks prior to the end of the school year.

In the middle school/high school a breakdown of each instructor's grading system shall be detailed in course syllabi, to be approved by the building principal.,.

A final exam is to be designed, written, and administered for the end of each course. The exam is to be given during the time prescribed by the building principal. The building principal will make an exam schedule for the end of each semester. An exam may extend to more than one class period per building principal approval.

Syllabi

A syllabus approved in writing by the building principal is to be kept on file in the appropriate building office that specifically addresses: course description, course objectives, grading system, and major projects. Expectations and rationale shall also be explained in all syllabi. A student and parent/guardian signature block will be part of each syllabus. This signature block will act as a student/parent/guardian acknowledgement/contract.

Amended: January 8, 2001

Revised: November 28, 2001

Revised: February 11, 2002

Revised: June 14, 2004

Amended: October 9, 2018

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.

Approved: June 12, 2000

1. Grade level placement shall be the responsibility of the building Principal, who shall consult with the Superintendent as necessary.
2. Grade level placement shall be based on the following criteria:
 - a. Successful completion of all courses.
 - b. Academic achievement, age, capabilities and potential, discipline problems, effect on other students, effort, emotional maturity, previous retentions, social development and test results.
3. Notification should be given to parents as soon as the teacher feels that retention may be recommended, but especially on the report card by the end of the third marking period.
4. Teachers of the student eligible for retention shall be asked for input at the end of the school year.
5. Parents of the student being considered for retention shall be invited to consult with the school. Communication must take place prior to this consideration in the form of parent teacher conferences, meetings with the principal and teacher, or any other appropriate form of communication.
6. Based on teachers' recommendations and all other information available, the Principal shall make the final decision on retention and in accordance with state law. Grade promotion or retention shall be noted on the school year-end report card.

7610 Make-up Opportunities (Cf. 8050, 8350)

7610

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

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

Approved: June 12, 2000

Amended: October 9, 2018

The specific classes for graduation requirements are outlined in the secondary student handbook.

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

The Board shall annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), the Michigan Merit Curriculum, and as provided by State law. The Board shall award a certificate of completion to every student enrolled in the District who meets the requirements of the certificate of completion as established by this Board. There shall be a minimum of 26 high school credits.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. related course work in which content standards are embedded;
- D. non-traditional course work;
- E. independent teacher-guided study;
- F. testing out;
- G. dual enrollment;
- H. advanced placement courses;
- I. international baccalaureate or other "early college" programs; or
- J. Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum.
- K. on-line class

The following minimum requirements must be met in order for graduation from
Onaway High School:

Senior Exhibition / Complete Portfolio

All requirements are based around the Michigan Merit Curriculum standards as well as District standards.

It is the responsibility of each student to be certain that the minimum total number of credits is earned. Only those students who meet graduation requirements will be able to participate in the graduation ceremony. Diplomas will not be granted until all detentions are served and all fines or fees are paid or arranged for payment with the Principal.

Granting Credit and “Testing Out”

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

In some situations a pupil may desire to earn credit by “testing out” of a particular subject. A pupil enrolled in high school, but not enrolled in a particular course, may be granted credit in the course by demonstrating a reasonable level of mastery by attaining a “C” (70%) or above on the final year end exam of the course, or if there is no final year end examination, by demonstrating mastery through the basic assessment process utilized in the course, which may consist of portfolio, project, paper, examination or presentations. Credit earned will be on a “credit” or “no credit” basis, and will be counted toward graduation requirements. A student will not be able to earn any more credit than what would have been allowed within the current curriculum. The Superintendent will establish guidelines for earning credit by testing out.

Educational Development Plans

An Educational Development Plan (EDP) is an interest based plan which identifies the career and vocational interests of the student. It assists the student in identifying the course or courses of study necessary to achieve the student’s post-secondary goals, and will assist in developing an educational plan to be pursued throughout the student’s secondary educational career. It is the policy of the Onaway Area Community School Board of Education that each student will be provided the opportunity to prepare an EDP in seventh grade and must complete such plan no later than the end of their eighth grade year. The Superintendent shall establish guidelines for developing the EDP.

Personal Curriculum

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

Early Graduation (For information on early graduation see Policy 8440)

Commencement Exercises

Commencement exercises shall be on a Sunday as established annually by the Board of Education. A student must meet all graduation requirements and have all school dues and school fees paid in order to participate in graduation exercises.

Students residing within the Onaway Area Community School District but who are enrolled in educational programming outside the district per arrangements made by the OACS administration, and who are age appropriate, may participate in the Commencement Exercises at the discretion of the High School Principal.

Non Attendance

The Board would prefer that all students continue to attend Onaway Public Schools even though they may have acquired enough credits to meet graduation requirements a semester early. The Board may make an exception in the case of hardship to allow early release.

However, the Superintendent must receive such a request by October 1 of the school year in which graduation is anticipated. He/she will in turn make the request of the Board at the following Board meeting.

Approved: June 12, 2000
Amended: January 8, 2001
Revised: February 11, 2002
Revised: October 14, 2002
Revised: March 8, 2004
Revised: July 12, 2004
Revised: October 11, 2004
Revised: May 9, 2005
Revised: June 13, 2006
Revised: May 8, 2007
Revised: December 14 , 2010
Amended: October 9, 2018

LEGAL REF: MCL 380-1166; MCL 380.1278; MCL 3801278a; MCL 380-1278b; MCL 380-1279b; MCL 380.1282

Accredited Institutions

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

In all academic disciplines, particularly disciplines like mathematics which are sequential in nature, the school administration may make use of transcripts, grades, previous teacher recommendations, textbooks used, course descriptions, standardized tests, and/or placement or proficiency tests to recommend or determine course placement for a transferring student. If in the opinion of the building administrator, the classes taken by a student do not meet or exceed the minimum standards set by the district for similar classes, transferring of credit may be contingent on the student demonstrating proficiency in the material through successful completion of a comprehensive final exam and/or other culminating exercise that meets the standards of the district. If available testing in the academic class(es) is not accepted by the parent/guardian, a "CR" will be placed on the student's transcript. The final grades received in these classes will not be counted in the cumulative GPA for class standings. The credits, however, will be counted toward requirements for graduation.

Classes taken over the electronic media or classes where the student does not comply with all of the state's mandates for all public schools, the classes may be posted on the transcript in addition to the final grade received. A special denotation on the transcript will be provided to note the source of this particular class and grade. The grade will not be counted toward class standings or cumulated GPA unless the student successfully completes a comprehensive final exam and/or other culminating exercises that meets the standards of the district.

No credit will be granted for work done at another institution which the student substantially repeats by taking an equivalent class within the district unless prior approval has been granted by the building administrator.

Home Schools and Other Non-Accredited Institutions

Grade level placements of students transferring from a home school, or a school not meeting the standards of the major regional accrediting agencies listed above will be made by school officials based on appropriate testing after consultation with the parents or guardians.

In core academic disciplines, all transfers of credit from a home-school, or other institution (whether accredited or non-accredited) recognized by a state or a national agency may be contingent on the student demonstrating proficiency in the material through successful completion of a comprehensive final exam and/or other culminating exercises. The grade on the transcript will be the grade achieved on the comprehensive final exam. If available testing in core academic classes is not accepted by the parent/guardian, a "CR" will be placed on the student's transcript. It will be noted on the transcript that these class credits (CR's) were obtained through home schooling. The final grades received in these classes will not be counted in the accumulated GPA for class standings. The credits, however, will be counted toward requirements for graduation if the classes are in the scope of our currently offered curriculum, the classes are approved by the building administrator and the superintendent and, if in the opinion of the building administrator, the classes met or exceeded the minimum academic standards set by the district for similar classes. Successful completion of a higher-level course in a sequential discipline may be used to establish proficiency.

Transfer of credit in a non-core area may be accorded when the course is in line within the scope of our currently offered curriculum in the district and is consistent with

the content and expectations of similar district courses. If the classes do not meet the expectations of similar district courses, the classes and grades may, at the discretion of the building administrator, be noted on the transcripts, may be counted toward requirements for graduation, but the final grade received in these classes will not be counted in the accumulated GPA for class standings.

Any classes taken over the electronic media or classes where the student does not comply with all of the state's mandates for all public schools, ie. documented clock hours of instruction, taking the state's proficiency tests, etc., the classes will be posted on the transcript but the grade will be noted as credit "CR". However, the final grade given, will be counted toward class standings and accumulated GPA if the student successfully completes a comprehensive final exam and/or other culminating exercise that meets the standards of the district. The final grade on the transcript will be the grade received from the comprehensive final exam.

At the discretion of the building administrator ~~and counselor~~, any religious classes taken may be posted on the transcript in addition to the final grade received, the final grade given may be counted toward class standings and cumulative GPA, and the class may be counted toward the requirements for graduation if the documented course work meets the academic standards of the district and are in the scope of our currently offered curriculum.

It is the parent/guardian's responsibility to provide all records, tests, worksheets, or other student work that will assist the district in making a determination of grades and credits. Further, documented hours of instruction shall be provided upon request of the district.

In cases of disagreement with this policy, the parent/guardian may appeal to the board of education, through a written and timely notification to the superintendent ten (10) days prior to a subsequent board meeting.

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

In order for a student to compete for any type of academic honors, the student must have at least four semesters of credit earned in the Onaway Schools.

Students with fewer than 5 semesters in our district will be eligible for honor distinction at graduation if their in-district grades warrant it and teachers support it with a recommendation. This arrangement, however, will not allow students with fewer than 5 semesters in our district to bump anyone from the top 20 or compete for top 20 scholarships.

Approved: November 11, 2002

Amended: March 13, 2007

Amended: October 9, 2018

There shall 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 building Principal and approved by the Board. Staff are 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.

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.

Approved: June 12, 2000

Amended: October 9, 2018

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

Special dates are established for final examinations in the high school. The final exam will count for a portion of the semester grade.

Tests should be given also at the close of the natural units of subject matter. Tests assume a more important place in the educational program when considered as a teaching device. Whenever possible, it is good practice to go over the tests with the students after they are corrected; use the results to guide the function of a test is its aid in diagnosing difficulties of a student and to indicate the effectiveness of the teacher.

Since, in the nature of the case, no test can cover all details of the work, care should be taken to include the important topics. It is also suggested that the form of tests be varied to include such types as the essay, true-false, comprehension and matching.

The general Principals stated above should guide the teacher in organizing the testing program. Exams will be given in grades 9-12 at the end of each semester during exam week. A time during this week will also be provided for make-up exams. All classes without exception shall give a final exam. Every student shall take a final exam or receive no credit for the course.

The general school program will be so organized as to include standardized tests of the achievement and intelligence types, etc. coordinated and supervised by the director of guidance.

7700 Evaluation of Instructional Program (Cf. 7650)

7700

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

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 380.1282

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

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

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

Approved: June 12, 2000
LEGAL REF: MCL 380.1217

Opening Exercises

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

Recognition of Religious Beliefs and Customs

No religious belief or non-belief shall be promoted in the District by its employees, and none shall be disparaged. The Board encourages all students and staff members to appreciate and to be tolerant of each other's religious views. The Board shall utilize its authority to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. Students and staff members may be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues overriding concern that would prevent it.

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

Approved: June 12, 2000

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

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

The Superintendent will ensure that a substitute pool is available. This pool may be considered as part of a third party contractor recognized and supported regionally by other Local Education Agencies and Intermediate School District(s).

A “long term teacher sub” shall be paid at a different rate of pay than a short term substitute that rate of pay will be determined by the Board. The increased rate of pay will begin after three weeks and is not retroactive. No other benefits shall be provided.

The definition of a “long term teacher sub” is: “A teacher substitute that is hired for the same assignments for more than three weeks and is expected to perform all the duties and responsibilities of the regular teacher.”

To be eligible for a “long term teacher sub” this person shall have at least 90 semester college hours. This person shall serve at the discretion of the building Principal.

Approved: June 12, 2000

Amended: January 8, 2001

Amended: October 9, 2018

LEGAL REF: AG Opinion #6360

The superintendent shall ensure the substitute teacher contractor has an adequate training and hiring procedure.

The Board shall establish the rate of pay for substitute teachers.

Amended: January 8, 2001

Amended: October 9, 2018

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

Approved: June 12, 2000

Amended: February 11, 2002

Amended: October 9, 2018

LEGAL REF: MCL 380.1347

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

School Improvement Committees

The Board authorizes the formation of building level school improvement committees at each school within the District (or the Board may establish a District-wide school improvement project committee).

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

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

Data Collection/Assessment

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

7900 School Improvement

7900-2

Meetings

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

Review

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

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

Approved: June 12, 2000

Amended: October 9, 2018

LEGAL REF: MCL 380.1204a; 380.1277

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

Committee Membership

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

Data Collection/Assessment

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

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

Review

The local school improvement committee's review process with the Board should include discussion of the progress and attainment toward goals, financial and business issues, student performance outcomes, scheduling of classes, maintenance of

facilities, school calendars, staffing needs, staff evaluation, teaching methods, pilot projects, curriculum and textbook review, organizational structures, and others as may be necessary for the Board's information.

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

7920 Community Service Program

7920

The Board is committed to preparing students for active participation in community affairs. The Board authorizes the creation of a Student Community Service Program in order to provide service opportunities for students; to offer professional training to the high school supervising teachers; to acquire curriculum resources for supervising teachers; and to encourage students to develop projects in their areas of interest.

As a primary objective, the program shall attempt to develop a commitment to community service among high school students.

The Superintendent shall develop the appropriate procedures and guidelines to implement the Student Community Service Program.

Approved: June 12, 2000

Amended: October 9, 2018