

## **OPERATIONS POLICY SCHOOL DAY**

The Board of Education authorizes the school day to be arranged and scheduled by the administration so as to offer the maximum education for the time spent within the limitations of school facilities and the laws and regulations of the State.

The Superintendent/Designee may close the schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members, and shall prepare guidelines for the proper and timely notification of concerned persons in the event of any emergency closing of the schools.

### **PROCEDURE FOR DETERMINING INDOOR RECESS**

The Elementary Principal/Designee will be responsible for determining the conditions under which students will/will not be permitted to go out for recess or other outdoor activities during the school day. Outdoor recess and other outdoor activities will not be permitted when the wind chill temperature is zero or below. The principal/designee will use appropriate resources such as the weather channel or weather-related websites to determine the temperature. Other factors to consider in making the decision to have recess indoors include precipitation, weather advisories, fog, wind speed, playground conditions, age of students and length of time outside.

Procedures should be established within each school to communicate whether recess will be held indoors or outdoors.

### **INCLEMENT WEATHER PROCEDURES**

Inclement weather reporting is the responsibility of the Transportation Department during the five (5) day workweek, 24 hours a day. On weekends, during the winter months (November 1 to March 31), reporting of inclement weather conditions is the responsibility of the administrator as assigned in school policy.

#### **Notification Plan**

Notification of inclement weather conditions to district personnel is to be handled in the following manner:

Weekdays: During normal business hours (6:00 a.m. to 5:00 p.m.), Transportation Office staff will advise and keep the Facilities and Transportation Departments updated, as adverse weather conditions occur. The Facilities and Transportation Department will contact the individual schools to advise of adverse weather conditions.

Weekday Evenings: After normal business hours (5:00 p.m. to 6:00 a.m.), Transportation Garage staff will advise the Transportation Supervisor of adverse weather conditions.

Weekends: Between Friday, 5:00 p.m. and Sunday, 12:00 midnight, the assigned weekend weather alert administrator will advise either the Grounds Supervisor or Custodial Supervisor of inclement weather conditions.

## **Response Plan**

Departmental response to inclement weather conditions are as follows:

Weekdays: During normal business hours, the Director of Buildings, Grounds and Transportation, upon receipt of the inclement weather information, will advise the Grounds Supervisor.

The Maintenance and Grounds Supervisor will provide ground crew support to district sites and transportation services for snow removal, salting, and road service, etc., as necessary. The maintenance crew will provide support to district buildings for electrical outages, wind damage, flooding, etc.

Weekday Evenings: After normal business hours, the Transportation Supervisor will contact the Grounds Supervisor of adverse weather conditions.

Based on the type of weather conditions, time of notification, and long-range forecasts, the Supervisor of Maintenance and Grounds will initiate an assessment of district buildings/sites. If inclement weather affects driving and road conditions, the Grounds Supervisor will contact the Transportation Supervisor to conduct a road assessment for transportation purposes. Assessments will include, if possible and when necessary, reports on area conditions from local laws enforcement agencies, county road commission, utility companies, and neighboring school districts. Upon completion of that assessment, a report as to conditions with recommendations to deal with weather conditions will be made to the Director of Buildings, Grounds, and Transportation.

Weekends: The administrator assigned to weekend weather alert will first contact the Grounds Supervisor and advise of adverse weather conditions. If the Grounds Supervisor is unavailable, the Custodial Supervisor will be called. Based on the type of weather conditions, time of notification, and long-range forecasts, a representative from the Grounds Department will be dispatched to assess district building/site conditions. If Grounds Department assessment determines that road conditions may be hazardous, the Transportation Supervisor will be contacted and advised of conditions. The Transportation Supervisor will determine if and when a road assessment is warranted. The Director of Buildings, Grounds and Transportation will be notified if assessments are initiated with results of those assessments.

## **SCHOOL CALENDAR**

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the District.

The Board shall determine the calendar when the schools will be in session for instructional purposes, provided that such days are in compliance with the Revised School Code of 1995 as amended.

The Board reserves the right to alter the school calendar when such alteration is feasible and serves the best interest of the students of this District.

## PUBLIC RECORDS

The Board of Education recognizes its responsibility to maintain the public records of this District and to make sure records available to residents of Michigan for inspection and reproduction in conformance with the Michigan Freedom of Information Act (MFOIA) and MCL 15.231 et seq.

The public records of this District include any record that has been required by law to be made, maintained, or kept on file by this Board or its officials. However, public records which may be exempted from disclosure under MFOIA, include the following:

1. Information of a personal nature where the public disclosure of the information would constitute a clearly unwarranted invasion of an individual's privacy;
2. Records or information specifically described and exempted from disclosure by law;
3. Information which, if released, would prevent the District from complying with the Family Educational Rights and Privacy Act of 1974 (FERPA), and the regulations promulgated hereunder;
4. Information consisting of trade secrets or other confidential and proprietary information;
5. Information or records subject to the attorney-client privilege, or other privilege recognized by law;
6. A bid or proposal by a person to enter into a contract or agreement until the time for the public opening of bids or proposals, or if a public opening is not to be conducted, until the time for the receipt of bids or proposals has expired.
7. Appraisals of real property to be acquired by the public body until an agreement is entered into, or three years has elapsed since the making of the appraisal, unless litigation relative to the acquisition has not yet terminated;
8. Test questions and answers, scoring keys, and other examination instruments, unless the public interest in disclosure outweighs the public interest in nondisclosure;
9. Communications and notes within the public body or between the school district and another public body of an advisory nature to the extent that they cover other than purely factual material and are preliminary to a final determination of policy or action.
10. Any other information which may be subject to nondisclosure under the MFOIA, MCL 15.243.
11. Information or records made and temporarily retained by an individual, officer, administrator, or employee for their personal use only.

Any resident of the State may inspect and copy by hand the public records of this District during the regular business hours of the office in which such records are maintained, provided that advance notice of such intended inspection has been given the custodian of the records not less than one working day before the inspection. The Superintendent/Designee is authorized to grant or refuse access to the records of this District in accordance with the intent of this policy.

A resident may purchase copies of the public record of this District upon payment of a fee. No public record may be removed from the office in which it is maintained except by a Board member or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Board member from inspecting, in the performance of his/her official duties, any record of this District except student records.

### **PERSONNEL RECORDS**

The Board believes that the orderly operation of the School District requires the retention of all records bearing upon an employee's qualifications for employment and employment history.

The Board requires that sufficient records be compiled and maintained to demonstrate an employee's qualifications for the position assigned; compliance with Federal, State, and local benefit programs; conformity to District rules and regulations; the proper conduct of evaluations; and the employee's entitlement, as appropriate, to tenure and seniority.

Only that information that pertains to the professional role of the employee and is submitted by duly authorized school administrative personnel or the Board may be entered in an employee's personnel file. Information regarding employees' employment activities shall be maintained in conformance with the Bullard-Plawecki Employee Right-to-Know Act, MCL 423.501 et seq.

The Executive Director of Human Resources shall be responsible for the custody and maintenance of personnel records. A single, central file of documents shall be maintained; temporary, subsidiary records will be permitted for ease in data gathering only.

Employees may inspect, copy, or obtain copies of their personnel records according to the Bullard-Plawecki Right-to-Know Act, MCL 423.501 et seq., and employees shall have the other rights set forth in the act, as modified by the Revised School Code, MCL 380.1230b, and by any other valid provisions of existing collective bargaining agreements.

The disclosure of the personnel records of employees to persons other than the employee or the employer shall otherwise conform to applicable laws including, but not limited to, the Bullard-Plawecki Employee Right-to-Know Act, MCL 423.501 et seq., the Revised School Code, MCL 380.1230b, and the Michigan Freedom of Information Act, 15.231 et seq.

The Superintendent/Designee shall prepare rules enumerating the records to be maintained for each employee of this District.

### **STUDENT RECORDS**

The Board of Education believes that records regarding the students of this District must be compiled and maintained in the interests of the educational welfare and advancement of the student. Student educational records are maintained by the District to assist school personnel in helping students with their academic, physical, personal, social and vocational decisions and satisfy legal requirements. A record means any information recorded in any way, including but not limited to, handwriting, print, tape, film, microfilm, and microfiche. The following are examples of information which may be included in a student record: observations and ratings by professional staff members acting within the scope of their professional duties, samples of student work, information obtained from professionally acceptable standard instruments of

measurement, authenticated information provided by a parent or adult student concerning achievements and other school activities that the student wishes to make part of the records, verified reports of serious or recurrent behavior patterns, medical records, extracurricular activities and achievements, rank in class, and academic honors earned.

A cumulative student educational record shall be maintained for each student from his/her entrance into school through his/her departure by means of graduation or transfer. Such records pertaining to the individual student shall be used only for the benefit, promotion or welfare of the student. In order to protect the welfare of the student, information from such records shall be shared by the school only with the student, the student's parents and those persons permitted by the Family Educational Rights and Privacy Act who will utilize the information for the professional purpose of helping the student.

Parents of a student or an eligible student who is or who has attended the District's schools shall have the right to inspect and review all educational records of the student by submitting a request to the building principal/designee, for the record. Responses to these requests are to be made within five (5) business days from the day the request is received. The response is to include date, time and place for the inspection of the records. An official of the District will be present to assist the parent/eligible student with any interpretation that may be needed. Copies of a student's educational record will be made available upon request by parents of a student or by eligible students at the District's standard charge per page. Upon receipt of an affidavit stating the individual is unable to pay because of indigence, the records shall be given free of charge.

A parent of a student or an eligible student who believes that information contained in the educational record of the student is inaccurate, misleading or violates the privacy or other rights of the student may request the record be amended. This request is to be made to the official responsible for the record. Disputes regarding the contents of student educational records that cannot be resolved at this level shall be subject to appeal to the Superintendent/Designee, who shall notify the parent or eligible student in writing within five (5) business days of the results of the appeal. Parents or eligible students have the right to request a hearing in accordance with designated procedures stated in the Federal Family Educational Rights and Privacy Act (Section 99.21 and 99.22 of U.S.C., 1232G). The parent/eligible student has the right to insert into the record a written explanation respecting the contents of the education record.

For purposes of this policy, "parent" shall mean a parent of a student and includes a natural parent, a guardian or an individual acting as a parent or guardian in the absence of the parent or guardian. The District's officials shall not disclose personally identifiable information from the education records of a student to any individual, agency, or institution without the written consent of the parent of the student or the eligible student except as permitted by the Family Educational Rights and Privacy Act.

In compliance with the Family Educational Rights and Privacy Act, the District may disclose personally identifiable information from the education records of a student without the written consent of the parent of a student or the eligible student to school officials of an educational institution which the student attends, seeks, or intends to enroll when such officials have a legitimate educational interest. School officials are to submit a written request, which is to include the educational need for obtaining information from a student's educational record.

A log shall be maintained of all individuals or agencies requesting information from a student's educational record except those received from parents or a student or eligible student. This log

shall remain in the student's educational record for as long as the educational record is kept. The log shall include all requests including those that have been denied access. Only the school official responsible for the education record and the parent of the student or an eligible student may inspect the log.

The Board has designated the following as "Directory Information" which may be released for the purpose of public information, except when such release is prohibited by the parents of a student or an eligible student:

"The Board designates as pupil directory information, which may be released without specific permission, except when such release is prohibited by a parent or an eligible student, a student's name, parent's name, address, telephone number, date of birth, grade, participation in recognized activities and sports, awards received, the previous school districts attended, a student's photograph, and the height and weight of members of the District's athletic teams."

In accordance with MCL 15.243(2) personally identifiable information from student records is exempt from disclosure as a public record.

Files containing confidential material shall be kept separate from the regular cumulative student educational records. Confidential material shall generally consist of psychological, individual diagnostic and medical reports prepared by special education consultants and district staff. These materials shall be compiled and handled in a manner, which is different from the handling of regular educational records. Confidential material shall not be made available for review by parents or eligible students without the presence of a school psychologist or social worker. Parents or eligible students may receive a copy of confidential material following review of such materials by the school social worker or psychologist or author of the individual diagnostic report. Transfer of confidential material to other school districts or agencies requires a separate and specific request by an eligible professional recipient.

Parents of students or eligible students have the right to file a complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605, concerning alleged failure by the District to comply with the requirements of the Family Educational Rights and Privacy Act.

Copies of this policy shall be written in English; however, school officials shall be responsible for notifying parents of students identified as having a primary or home language other than English. This policy will be placed in the Student Handbook, School/Community Newsletter and posted on the School Bulletin Board in the Main Office. Copies of the policy will be given, upon request, free of charge.

This regulation is intended to assist in providing uniformity in the organization, purging and transfer of information in CA60's from elementary school to middle schools and from middle schools to high schools.

**Permanent Information:** Minimum data needed for each student's educational needs. (This information is retained for 99 years or until the student transfers to another school district.)

- A. Legal name of student
- B. Name(s) of parent(s)/guardian(s)

C. Current address of student (address of parent if different from student to be put in temporary information)

D. Birthdates and sex of student

E. Academic work – grades completed and level of achievement (subjects taken with applicable marks and credits earned)

F. Attendance records – number of days absent, reason for any extended absence

G. Date entered

H. Date of graduation and class rank

I. Date of withdrawal and reason for withdrawal

J. School from which student transferred

K. School student transferred to

L. Standardized test results

M. Record of transcripts sent

N. Current IEP for a certified special education student

O. Matters of student suspension and/or expulsion shall be maintained in a student's CA60, and shall be transferred to any other private or public elementary or secondary school in which the student may seek enrollment. However, such disciplinary records may be deleted upon graduation, except for expulsions for possession of dangerous weapons, arson, criminal sexual conduct, or the physical assault of a staff member, volunteer, or contractor.

**Temporary Information:** This information is helpful while a student is in school. The information may temporarily have great value, but it becomes irrelevant and possibly misleading with the passage of time. It is to be deleted from the record after graduation or upon termination of enrollment in the (School District). Immunization records are required each time a student enters a school district. Adult Education Program personnel should maintain information required for audit purposes.

A. Family background

B. Place of birth

C. Language spoken

D. Religion/school restrictions

E. Racial/ethnic group

F. Address of parent(s)/guardian(s)

- G. Telephone numbers (home, CELL and business)
- H. Names of siblings
- I. Citizenship of parent(s)/guardian(s)
- J. Education of parent(s)/guardian(s)
- K. Occupation of parent(s)/guardian(s)
- L. Citizenship grades of student
- M. Principal/teacher/counselor ratings and observations of student, systematically gathered
- N. Teacher anecdotal records (objective, factual, recorded account of observed behavior)
- O. Academic difficulties (objective, factual, recorded information)
- P. Type of school program (special classes)
- Q. (School District) Elementary Writing Portfolio
- R. MLPP (Michigan Literacy Progress Program) Profile
- S. Reading Assessment
- T. (School District) Elementary Reading Record Card
- U. Health information including:
  - 1. Immunizations (required by state law)
  - 2. Vision impairments
  - 3. Hearing impairments
  - 4. Dental problems
  - 5. Speech problems
  - 6. Physical impairments
  - 7. Allergies
  - 8. Medication needed
  - 9. Blood type
  - 10. Diabetes
  - 11. Epilepsy
  - 12. Hemophilia
  - 13. Restrictions or limitations on school activities
- V. Honors, awards, achievements
- W. Community organizations
- X. Interests, hobbies

Y. Educational or occupational plans

Z. Extracurricular activities

**Clearing Irrelevant Data:** It is important that all files be properly purged prior to transferring them to the next school. The individual(s) assigned the responsibility of purging the records is at the discretion of the building principal.

A. **Elementary and Middle School:** All data other than that which are listed as permanent and temporary are to be removed prior to the CA60 being forwarded to the appropriate middle school or high school. Information such as any loose papers (not insert forms), single anecdotal reports, parental notes regarding illness, attendance, etc., and medication information that is no longer current should be removed. Information included on inserts that is no longer current should be crossed out with a pen. Most recent copies of the student's math assessment, writing assessment and reading assessment (MLPP or QRI) will be forwarded to the middle school.

**Cumulative Math, Reading, Writing Assessments:** These pieces of information are probably the only information a 6<sup>th</sup> grade teacher/counselor has on a student's daily math/writing/reading ability prior to coming to the middle school. These pieces of information are to be retained in the CA60 through 6<sup>th</sup> grade and may be sent home with the students at the completion of 6<sup>th</sup> grade.

B. **High School:** Information listed as permanent and current information on insert forms at the time of graduation is to be retained. Temporary information is to be discarded. **NOTE:** Although immunization records are "temporary" information, they should be retained with "permanent" information since these records are often required for college entrance.

C. **Dropouts:** CA60 folders for students known to have dropped prior to graduation are to be cleared of all information except that listed as permanent.

1. The purging of the record for dropout students is to be postponed until the time the student's graduation would have occurred and he/she remained in school or one year thereafter. The records secretary is to mark the file indicating the potential graduation year.

2. Insert forms are to be retained. Irrelevant information is to be crossed out by pen.

**Unclaimed Files:** CA60 folders for elementary and middle school students who have withdrawn from (School District) that have not been requested by another school district are to be forwarded to the Student Enrollment Office at the end of the school year.

Records of deceased elementary and middle school students are to be forwarded to the Student Enrollment Office for storage.

**Suggested Arrangement of CA60 Folder:** In an attempt to organize and provide uniformity of the CA60 folder, the contents will be arranged as follows:

A. Yellow Information Card (CA60A), including days present/absent. Standardized test scores should be recorded on the back of this card.

B. MEAP Insert

- C. Special help card including information regarding any special services such as ELL, Social Work, 504 PLAN, LC Support, Accommodation Plan, Resource Teacher Support and/or Speech.
- D. Accommodation/Modification Form
- E. IEP – Most recent copy only
- F. School health records (CA60C) with all health reports attached
- G. Report cards folded in half and paper clipped together with most recent on top (bottom copy goes in CA60, original goes home)
- H. Reading Records: MLPP Portfolio\* for Grades K-3 and District Writing Assessment
- I. Math Assessment: End of Year Math Tests, most recent on top paper clipped together
- J. Other relevant information
- K. Pictures should be attached to the inside back of the CA60 folder
- L. Drop date (if student is leaving (School District)).

\* MLPP Portfolio should include the following items in the order given: 1) Student Profile (Summer Literacy Form), 2) Reading assessments, and 3) Writing assessments.

**Access to Student Records:** The Family Educational Rights and Privacy Act of 1974 require that records be maintained of all individuals who access a student's records. The information may be recorded on the back of the CA60 folder under "Recording of Access/Transfer of Student's Educational Record" or on a form provided by the District. **Any individual other than the individual assigned to file documents in the CA60 folder on a regular basis must record access to the CA60 folder. The CA60 folder should never leave the school building/property.**

### **EMERGENCY DRILLS**

The Board of Education recognizes its responsibility for the safety of students and staff, and authorizes the development and implementation of a plan for emergency preparedness that safeguards the health and well being of students and staff. The emergency preparedness plan should provide for minimal disruption to the educational program, and teach students self-reliance and the appropriate response to an emergency situation. The plan shall provide that all threats to the safety of the schools are identified and promptly responded to by appropriate District personnel.

In the event of a fire or bomb threat, the affected school shall be evacuated when, in accordance with school policy, it is deemed advisable to do so.

The Superintendent/Designee shall develop procedures for the handling of school emergencies that include a plan for the prompt and safe evacuation of the schools and shelter in place drills conducted in accordance with law.

The Board of Education will cooperate with other public agencies and the Red Cross in developing disaster plans.

Each principal will insure that drills for emergency purposes are held at least ten (10) times during the school year (eight [8] fire drills, and two [2] Shelter in Place or Tornado Safety Drills) and that all teachers and students are properly instructed on drill procedures.

Principals will inform each teacher of the exit(s) to use for each classroom or school area in which he/she teaches or has other duty in the event of a fire drill or Shelter in Place locations for tornado drills. The exits, shelters, use of signals, and the manner by which building occupants will leave the building or go to building shelters, will be fully explained by written memoranda given to each teacher at the beginning of the school year.

Homeroom teachers will explain drill procedures to students during the first week of the school session.

Student and faculty handbooks used in schools will contain a section establishing the procedures for conducting drills in the building.

The fire exit route and shelter locations for each classroom and other student areas will be posted conspicuously on a wall in that room or area.

The principals of all schools, in addition to conducting emergency drills in accordance with state law, will:

1. Conduct periodic inspection of the buildings and remove or cause to be removed any potential fire hazards.
2. Insure all doors and exits shall be unlocked during school hours and in all such areas as may be open to the public.
3. Report as soon as possible to the Maintenance Department all conditions that may inhibit the immediate evacuation of the buildings.
4. Cooperate with their local fire department, Office of Emergency Planning, including acknowledging fire prevention week and Tornado Safety Week in schools.

### **BOMB THREATS**

A priority for the building principal is the safety of the students and staff.

#### **In case of a Bomb Threat**

The person receiving the phone call should obtain as many details as possible about the bomb, its location, and expected time of detonation. Legitimate callers usually wish to avoid injury or death; request more information by expressing a desire to save lives.

The person receiving the phone call should not discuss the call with anyone other than the building principal/designee.

### **If the threat is deemed to be legitimate**

The principal/designee will exercise judgment on the legitimacy of the call. If he/she feels the call has an element of legitimacy, the following procedures will be activated.

The individual receiving the call should write down the following information:

- a. Exact location of bomb
- b. The time the bomb is set for detonation
- c. What the bomb looks like
- d. The type of explosive used
- e. The reason the bomb was placed
- f. Voice characteristics including age of caller – young person or adult and sex of caller
- g. The time and date of call
- h. Note any background noises

The individual receiving the call should contact all of the persons listed below, preferably in the following order:

- a. The building administrator (principal/designee)
- b. (County) County Sheriff's Department, **911 or (Phone Number)**
- c. The Superintendent of Schools/Designee, **(Phone Number)**
- d. Police School Liaison, **(Phone Number)**

The seriousness of the bomb threat will be assessed by all appropriate administrators and law enforcement authorities.

If the bomb threat is determined to be a high level threat, the building principal will issue a directive to evacuate the building, over the P.A. system to all classrooms. Schools without P.A. systems will establish another means of notifying staff.

### **When the decision to evacuate the building is made**

1. The principal/designee will provide notification to evacuate via the P.A. system or other appropriate means.
2. The principal will then evacuate students and staff from the building following the building's evacuation plan. The building will be evacuated of all students and staff. They must be kept at least 1,000 feet from the building and may not stand in roads, driveways, or walkways, which may be used by emergency equipment.
3. Building staff are to make a visual check of their assigned work areas prior to evacuation, but are not to touch anything suspicious. Suspicious items should be reported immediately to the building principal/designee.
4. When law enforcement authorities indicate the building is safe, students will be directed to return to their classrooms when the all clear signal is given.

### **If a bomb is discovered in the building or on the grounds**

1. The building will be evacuated as per procedure outlined above.

2. No one should handle or move the bomb.
3. The following calls must be placed immediately:
  - a. (County) County Sheriff's Department, **911 or (Phone Number)**
  - b. Superintendent of Schools, **(Phone Number)**
  - c. (City of School District) Fire Marshall, **(Phone Number)**
4. The principal must complete a Bomb Threat Report as soon as possible

**BOMB THREAT REPORT**  
**(To be completed by the Principal)**

1. Date of call \_\_\_\_\_ Time of call \_\_\_\_\_
2. Exact words used by caller: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3.  Male  Female  Adult  Child  Estimated Age \_\_\_\_\_
4. Speech (Check applicable)  
 Slow  Excited  Disguised  Rapid  Loud  Broken  Accent  
 Normal  Sincere  Other \_\_\_\_\_
5. Background Noises \_\_\_\_\_
6. Name of person receiving the call \_\_\_\_\_

**POSSIBLE BOMB LOCATIONS AND STAFF ASSIGNMENTS**

<u>Location</u>	<u>Staff Responsible</u>
1. Corridors and Entries	_____
2. Cafeteria, Dishwashing Room, Kitchen, Cafeteria Storerooms	_____
3. Teachers' Rooms	_____
4. Boys' Lavatories	_____
5. Girls' Lavatories	_____
6. Industrial Arts Area	_____
7. Arts Area	_____
8. Teachers' (Men) Lavatories	_____
9. Teachers' (Women) Lavatories	_____
10. Custodial Closets, Disposal Room, Boiler Room, Tunnel, Receiving Area	_____
11. Empty Classrooms	_____
12. Waste Containers in corridors and lavatories	_____
13. Gym and Pool Areas	_____
14. Outside Perimeter of Building	_____
15. School Stage Area	_____
16. Media Center	_____
17. Other	_____

## **REPORTING ACCIDENTS**

The Board of Education directs that all reasonable efforts be made to insure a safe environment for students and employees of this District. In the event an injury occurs, the following procedures should be followed:

**Employee Injury/Accident:** An employee who suffers a work-related injury must report the injury and the circumstances to the building principal or supervisor, as appropriate, as soon as possible following the injury. Within three days of the occurrence of the injury, the employee must complete an injury/accident report form, which is sent to the Employee Benefits Office. The injured employee will be referred to the district's designated medical facility for evaluation and treatment.

**Student or Visitor Injury/Accident:** A student or visitor who suffers an injury shall complete a form available in the office of the school or building where the accident occurred. The report should include a description of all relevant circumstances surrounding the accident. Such report will be reviewed by the building administrator and forwarded to the Business Office for processing.

## **COMMUNICABLE DISEASE**

(School District) Board of Education is committed to providing educational opportunities to all students in an environment that is safe and conducive to learning. The District will work cooperatively with the (County) County Health Department to enforce and adhere to the Michigan Public Health Code (Act 368 of 1978, Parts 51 and 92, as amended) for the prevention, control, and containment of communicable disease in schools.

Students are expected to be in compliance with the immunization requirements as specified in Parts 51 (Rule 5 of the Communicable Disease Rules) and 92 of the Public Health Code. In compliance with the Public Health Code and rules students not meeting the immunization requirements may be excluded from school attendance unless a request for extension for a reasonable length of time is certified and filed. The procedure concerning a request for exemption from immunization will also be in compliance with this Code and Rules. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, exemptions and exclusions, including the necessary Immunization Assessment Program forms (IP-100's), to provide for preventable communicable disease control. (Obtained from the draft version of the Michigan Department of Public Health rules for communicable disease control. The current Public Health Code and Rules are currently still in effect.)

The Superintendent/Designee has the authority to exclude a student or staff member from school when reliable evidence or information from a qualified source (e.g., medical professional, parent/guardian, or the infected eligible student or staff member) confirms him/her of having a communicable disease or infection that is known to be spread by any form of casual contact\* and is considered a health risk to the school population. Such a student or staff member shall be excluded unless his/her physician approves school attendance or the condition is no longer considered contagious. All reportable communicable diseases will be referred to the (County) County Health Department.

**\*Casual contact is used here to refer to any contact that does not permit the direct exchange of blood into the bloodstream, semen, or vaginal secretions from one person**

**to another, e.g., shaking hands, sneezing, coughing, sharing eating utensils, sharing food or beverages, toilet seats, furniture, telephones, office equipment, insect bites. (Responding to HIV and AIDS, a Special Publication for National Education Association Members from the Health Information Network, 1989, pp.8-9).**

When reliable evidence or information from a qualified source (e.g., medical professional, parent/guardian, or the infected eligible student or staff member) confirms that a student/staff member is known to have a communicable disease or infection that is known not to be spread by *casual contact*, (e.g., AIDS/HIV, Hepatitis B and other like diseases), the infected students/staff member will have the right to remain in the school setting.

A. If issues or decisions regarding school attendance arise that cannot be informally resolved or if an identified compelling reason exists, the district will follow the protocol for a case-by-case review as outlined in the regulation. Unless "B." below applied the student/staff member will remain in the school setting during review.

B. An exception exists if the Superintendent after consulting with the appropriate medical professional(s), learns there are clearly documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat. If a communicable disease or infection that is known to be spread by *casual contact* is present, the provisions of Part B will apply.

C. If the above-named individual is a student who has been determined to be handicapped pursuant to the administrative rules for special education or is suspected of being physically or otherwise health impaired (POH), the protocol for special education students outlined in school policy will be followed.

Mandatory screening for communicable diseases that are known not to be spread by *casual contact* is not warranted as a condition for school entry or for employment or continued employment.

Irrespective of the disease presence, routine procedures shall be posted and used and adequate sanitation facilities and supplies will be available for handling blood or body fluids within the school setting or school buses. All school personnel will be trained in the proper procedures for handling blood and body fluids and these procedures will be strictly adhered to.

#### Confidentiality of Medical Information

A. All persons privileged with any medical information that pertains to students or staff members shall be informed of their legal obligation and liability and required to treat all proceedings, discussions and documents as confidential information. Before any personally identifiable medical information is shared with anyone in the school setting, the statutory protections of the Family Educational Rights and Privacy Act (FERPA) of 1974 will routinely be followed.

B. The district will revise, if necessary, its FERPA (Student Records) policy to provide:

1. A requirement that written consent of the eligible student or parent/guardian will be routinely obtained before releasing personally identifiable medical information from a school record. Written consent will include:

- a. The information on the disease, infection or condition that may be disclosed;
- b. The reason for the disclosure; and
- c. To whom the disclosure may be made.

2. A process for determining what and to whom personally identifiable medical information can be released from a school record if written consent cannot be obtained and it is deemed necessary to do so. This process will include:

- a. The convening of a committee by the Superintendent to evaluate the request for release of specific information to particular persons.
- b. An evaluation of the request in regard to district responsibility, FERPA and other legal liability, and the existence of a "legitimate educational interest."
- c. A determination of "legitimate educational interest" based on whether sharing this information with a specific individual would favorably affect: (a) the student's ability to learn and function in the classroom and related settings; (b) the teacher and other district staff's ability to teach or provide other services; (c) the containment of a communicable disease for persons at risk; and (d) the immediate health and safety of the student.
- d. An emphasis on whether release of this information could lead to discriminatory practices or unauthorized re-disclosure.

C. If the presence of a communicable disease that can be spread by *casual contact* must be disclosed to persons in the school community, the district will make every attempt to release only general information about the existence of a specific communicable disease in the school with no personally identifiable information.

D. All personally identifiable medical information of a sensitive nature will be kept in a separate file from the student's CA60 and will not be released in any form without compliance of policy above.

In accordance with Public Act 139 of 1990, instruction on the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus (HIV) infection and acquired immunodeficiency syndrome (AIDS) are spread and the best methods for the restriction and prevention of these diseases shall be taught in every school. Each person who teaches K-12 grade students about HIV infection and AIDS shall have training in HIV/AIDS education for young people. The choice of curricula to be used for HIV/AIDS education shall be approved by the District School Board. In-service education on dangerous communicable diseases, confidentiality, school policy and the proper handling of blood and other body fluid spills will be provided to all staff members.

**Protocol for Communicable Diseases Known not to be Spread by Casual Contact – Rational for Protocol as it Concerns Students or Staff Members Who Have Contracted HIV/AIDS Disease**

In adults and adolescents, the human immunodeficiency virus (HIV) which may eventually cause AIDS is transmitted primarily through sexual contact and direct blood-to-blood exposure to infected blood or blood products.

All known cases of children who have acquired the HIV/AIDS have become infected:

1. Perinatally from infected mothers;

2. From receiving a transfusion of blood or blood products that contained the virus; or
3. In older children who have acquired the disease sexually or from contaminated needles during intravenous drug use.

None of the identified cases of HIV/AIDS infection in the U.S. are known to have been transmitted in the school, day-care, or foster-care setting or through other casual person-to-person contact. Based on current evidence, casual person-to-person contact as would occur among school children is not considered an unusual risk. The following list of ways HIV is not spread was published in "Responding to HIV and AIDS," A Special Publication for NEA Members, by the Health Information Network, 1989:

HIV cannot be transmitted through such casual contact as shaking hands, hugging, kissing, crying, coughing, or sneezing. One cannot contract the virus from water in pools or baths, from food or beverages, from bed linens, towels, cups, dishes, straws, or other eating utensils, or from toilets, doorknobs, telephones, office equipment, or furniture. HIV is not transmitted through vomit, sweat, stool, or nasal secretions. Although the virus has been isolated in very small concentrations in tear, urine, and saliva of some HIV-positive persons, nobody has been infected through contact with these fluids. In addition, one cannot get HIV from mosquito or other insect bites.

The Center for Disease Control (CDC), the Michigan Department of Public Health, the Michigan Department of Civil Rights, the Michigan Department of Education, and the Governor's Expert Committee on AIDS recommend that:

1. For the most infected school-aged children, the benefits of an unrestricted setting would outweigh the risks of their acquiring potentially harmful infections in the setting and the apparent non-existent risk of transmission of the Human Immunodeficiency Virus (HIV). These children should be allowed to attend school.
2. Generally school employees, including personal service and food service staff, do not need to be restricted from work if HIV infected unless there is evidence that other infection or illness exists that may be spread by casual contact in the school setting or the illness precludes them from performing the functions for which they were employed. Both Federal and State laws require reasonable accommodation.

Legal precedence clearly indicates that students who are HIV infected and whose physical condition does not adversely affect their educational performance, should be permitted to attend school within the least restrictive educational environment, i.e., a regular education setting. Court findings also show that while an HIV infected student could at some point become handicapped as defined in the Education for All Handicapped Children Act (EHA) as a result of deterioration in his/her condition, such children are not handicapped for purposes of the EHA merely because they have HIV/AIDS. Also, AIDS, as well as other mental and physical symptomatic conditions caused by HIV, qualify as disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and by the Michigan Civil Rights Commission.

In August 1986, the Michigan Civil Rights Commission issued the following policy statement on Acquired Immune Deficiency Syndrome (AIDS):

The Michigan Civil Rights Commission has approved the Michigan Department of Civil Rights' (MDCR) determination that Acquired Immune Deficiency Syndrome (AIDS) falls within the statutory definition of a handicap in the Michigan Handicappers Civil Rights Act (PA 220 of 1976). The Michigan Public Health Advisory Council, the policy making body for the Department of Public Health, has concluded that there is no need for specific precaution against AIDS in the work place. The MDCR will accept and process complaints from persons who believe they have been discriminated against in employment, housing, public accommodations, public service, and education because of AIDS or a related condition or the perception of AIDS.

If a student or staff member has been determined to be handicapped pursuant to the Vocational Rehabilitation Act of 1973, as amended (Section 504) and its regulations, or is suspected of being so handicapped and requests that the district make certain adaptations or accommodations, the district must consider the request. Clearly, services, benefits, or employment cannot be denied to a person with AIDS and asymptomatic HIV infection solely because of fear or concerns about possible transmission of HIV. The burden of proof for any decision contrary to allowing the student or staff member to remain in the regular school setting is ultimately placed on the district.

With research and health experts indicating there is no known risk of transmission of the HIV virus in the school setting and legal precedent for requiring HIV infected students or staff members to remain in the classroom, the 1991 Model Communicable Disease Control Policy (Revised) recommends that the local district policy provides all students and staff members who have a communicable disease known not to be spread by casual contact the right to remain in the school setting. The Model policy suggests a procedure for consulting with appropriate medical professionals to determine if a documented risk exists to the infected individual or others in the school setting as a result of other conditions, communicable disease or infections that could pose an immediate health threat. It also provides a case-by-case review for issues or decisions that may arise regarding school attendance that cannot be informally resolved or when an identified compelling reason exists that requires further consideration, including lack of an initial agreement between the concerned parties.

### **District Protocol**

#### **A. General Procedure**

1. Persons with a communicable disease or infection that is known to be spread by casual contact will remain in the school setting unless an appropriate medical professional confirms that there are clearly documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat. The district will follow the case-by-case review process if it is needed for issues or decisions that may arise regarding school attendance that cannot be informally resolved or if an identified compelling reason exists that requires further consideration.

2. Written permission of the parent/guardian, eligible student or employee to release information will be sought before the review panel is convened and before personally identifiable information is shared with the panel. If written permission cannot be obtained and the Superintendent determines the information to be necessary, he/she will have the authority under FERPA and district policy to disclose personally identifiable information only to the review panel for reasons of a legitimate educational interest and the health or safety of the student or other

individuals 9FERPA Regulations, Sections 99.31 & 99.36). Any other disclosure is forbidden without the written permission or majority agreement of the review panel and the Superintendent approval.

3. If the Superintendent determines that the review panel process is not necessary and the parent/guardian, eligible student or staff member requests that the panel meet, the Superintendent or the local public health officer shall convene the panel as soon as the required panel members can be convened, but in any event no later than five school days from the date of the request.

4. If the student or staff member has been determined to be handicapped pursuant to the Vocational Rehabilitation Act of 1973, as amended (Section 504), and its regulations, or is suspected of being so handicapped and requests that the district make certain adaptations or accommodations, the review panel shall consider and determine any such requests on behalf of the district.

## B. Case Review Process

### 1. Disclosure

a. HIV information received from a public health official: Any information disclosed to any school employee by an authorized representative of the health department that pertains to an individual who is HIV infected, or any information shared because the health official determines there to be a foreseeable risk of transmission of HIV to pupils in the school district, cannot be re-disclosed by that school employee to anyone without the written consent of the parent/guardian, eligible student, or employee. (Subject in the event of re-disclosure to criminal penalties. Section 5131 of the Public Health Code.)

1. The Health Department official is requested to inform the Superintendent if ever such disclosure is deemed necessary.

2. If the disclosure by the health official occurs because of a foreseeable risk of transmission, the student or staff member will be excluded from the school setting until the review panel meets and decisions are made in accordance with the protocol in this regulation.

3. When the Superintendent is informed by a health official, he/she will:

- Obtain the written permission of the parent/guardian, eligible student or staff member for approval to re-disclose to the review panel if a review is necessary; or
- The health official will be requested to disclose the information to the review panel members if a review is necessary.

b. Information received from other sources: School employees who, while on school business, receive information from a reliable and qualified source (parent/guardian or student) indicating that a student has a communicable disease known not to be spread by casual contact are requested to inform the Superintendent in order to permit school policy to be enforced in a consistent manner. The school employee shall be informed of the confidentiality regulations of the district as well as the statutory provisions of the Family Educational Rights and Privacy Act (FERPA) regarding re-disclosure.

2. Upon learning of a student or staff member within the (School District) who has been identified by a qualified source (other than a public health official) as having a communicable disease that is known not to be spread by casual contact, the Superintendent shall:

a. Immediately consult with the physician of the student or staff member and/or the health official from the (County) County Health Department to obtain information as to whether a documented risk exists to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat through casual contact.

1. If the student's or staff member's physician or the Health Department physician indicates the student or staff member is well enough to remain in the school setting and poses no immediate health threat through casual contact to the school population because of their illness, the student or f member shall be allowed to remain in the school setting.

2. If the student's or staff member's physician or the Health Department health official indicates the student or staff member is currently not well enough to remain in the school setting and/or that a documented risk exists to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat through casual contact, the student or staff member shall be excluded from the school setting and the Superintendent, representative of the infected student or staff member, or Health Department health official may request the review panel to be convened to discuss the conditions under which the individual may return to school.

b. Consult with the parent/guardian, eligible student or staff member on the issues of the situation and determine if the review panel should be involved to address issues or decisions that may arise or if an identified compelling reason exists that requires further consideration. The Superintendent, parent/guardian, or eligible student or staff member may request the review panel process.

c. Submit to the parent/guardian, eligible student or staff member in writing a notice of his/her rights and the method of appeal for any decisions.

### C. The Review Panel

#### 1. Review Panel Membership

a. A physician knowledgeable about the individual's medical condition.

b. A health official from the (County) County Health Department who is familiar with the disease.

c. A student or employee advocate (e.g., counselor, child advocate, social worker, employee union representative, etc., from in or outside the school) approved by the eligible student, staff member or parent/guardian.

d. A school representative familiar with the student's behavior in the school or the employee's work situation (in most cases the building principal or school nurse) as identified by the Superintendent.

e. Either the parents/guardians of the student, the eligible student, employee, or his/her representative.

f. A district administrator other than the Superintendent or Assistant Superintendent.

2. The Superintendent will assign a stenographer to record the proceedings.

3. The Superintendent will designate the chair of the panel. The chair is responsible for assuring a due process hearing that is fair and just. The chair shall ensure an impartial hearing for all interests concerned.

4. The Superintendent may be present during the information gathering process but will be excused when the panel is deliberating towards the "Proposal for Decision" recommendations to the Superintendent.

5. The chair of the review panel will designate the panel member who will write the "Proposal for Decision."

#### D. The Review Panel Process

1. If it is determined the Review Panel shall meet, it shall be as soon as the required panel members can be convened but, in any event, no later than five school days from the date of the decision or request to meet. The following aspects should be considered in that review:

a. The circumstances in which the disease is contagious to others and the current status of implementing correct procedures for handling blood or body fluids within the school setting or school buses.

b. The infections or illnesses the student or staff member could have as a result of this disease that may be contagious through casual contact in the school setting.

c. The behavior and neurological development of the student and any potential impact on communicability.

d. The expected type of interaction with others in the school setting and the implications to the health and safety of those involved.

e. The psychological impact on the infected individual concerning remaining in the school setting.

f. The impact of contagious diseases occurring within the school population while the infected person is in attendance.

g. The potential request by the person with the disease to be excused from attendance in school or on the job.

h. The method of protecting the student's or staff member's right to privacy, including maintaining confidential records.

i. The recommendation of whom, if anyone, should be informed and under what legal conditions would anyone be informed without written permission.

j. The recommendation as to whether the student or staff member should continue in the school setting, the reason necessitating the panel's needing to consider the questions, and if currently not attending, under what circumstances he/she may return.

k. The recommendations as to whether any type of restrictions or alternative delivery of school programs is advisable.

l. The determination of whether an employee would be at risk of infection through casual contact when delivering an alternative educational program.

m. The determination of when the case should be reviewed again by the panel.

n. Any other relevant information.

## 2. Proposal for Decision

a. Within three (3) business days after convening the panel, the Superintendent shall be provided with a written record of the proceedings and the Proposal for Decision. The Proposal serves as a recommendation to the Superintendent. It is based on the information brought out in the review panel process and will include the rationale for the recommendations. If there is a minority viewpoint by panel members following the review process it should also be included in the report.

b. If the Proposal for Decision is to exclude the affected person from the school setting because documented risks to the infected individual or others in the school setting resulting from other conditions, communicable diseases or infections that could pose an immediate health threat, the Proposal for Decision shall include the conditions under which the exclusion will be reconsidered.

c. The parent/guardian or affected person will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

## 3. The Superintendent's Decision

a. The Superintendent shall either affirm, modify, or take exception to the Proposal for Decision within three (3) business days after receipt of the Proposal for Decision unless a rehearing request on that Proposal has been made. (See Appeal Process, Rehearing Request.)

b. In the event the Superintendent takes exception to the Proposal for Decision, he/she shall prepare a written statement that sets forth the reasons for the exception and the basis for that decision.

c. The parent/guardian or affected person and the Health Department health official will be given a copy of the Superintendent's decision. The other review panel members will be given the opportunity to review the content of the Superintendent's decision.

## E. Appeal Process

### 1. Rehearing Request

a. The parent/guardian or affected person who considers the Proposal for Decision unjust may request a rehearing, in writing, directed to the chair of the review panel within three (3) days of the date of the Proposal for Decision. Grounds for requesting a rehearing are limited to: 1) new evidence or information that is important to the decision; or 2) substantial error of fact.

b. The chair, within three (3) business days from the date of receipt of the request for rehearing, shall either grant or deny the request for rehearing. If the request for rehearing is denied, the chair shall immediately submit the Proposal for Decision to the Superintendent. If the request for rehearing is granted, the chair shall reconvene the same panel that originally heard the matter within five (5) business days of the date the hearing is granted.

c. Within three (3) business days after the rehearing, the chair shall submit the Proposal for Decision to the Superintendent. The parent/guardian or affected person will be given a copy of the Proposal. The review panel members will be given the opportunity to review the content of the Proposal for Decision.

## 2. Request for Reconsideration of Superintendent's Decision

a. The parent/guardian or affected person may request a reconsideration of the Superintendent's decision within three (3) business days of the date the Superintendent's decision was issued. The request shall be in writing and shall allege that the Decision contains a substantial error of fact or that the Decision is against the great weight of the evidence as set forth in the Proposal for Decision.

b. The Superintendent may grant an oral presentation by the parent/guardian, affected person or their representative.

c. The Superintendent shall grant or deny the request for reconsideration within three (3) days after receipt of the request or within three (3) business days following the oral presentation, whichever is applicable.

## 3. Request for a Board Decision

The parent/guardian, affected person or their representative may make a final written appeal to the President of the Board of Education within five (5) school days after the Superintendent's decision. The Board shall meet within three (3) business days and hear the student's or staff member's appeal along with the Proposal for Decision and Superintendent's decision. Within two (2) business days of the hearing, the Board shall render its decision in writing with copies sent to the Superintendent, Health Department health official, and parent/guardian or affected person.

## 4. Review Panel Request for Appeal

If the Proposal for Decision or the Superintendent's decision is contrary to the majority opinion of the review panel, a majority of the panel has the right to appeal either decision in the same manner stated in the "Appeal Process."

## F. General

1. If the student with the disease is not attending school, the district will provide an alternative delivery of school programs.

a. If the review panel determines there is a risk of infection through casual contact to the employee while delivering this program, the employee may be allowed the option not to serve in the situation.

b. If the panel determines there is no risk of infection to the employee, the employee will be expected to participate in the delivery of the alternative program. (This may be subject to the collective bargaining agreement for employees.)

2. The review panel member who is serving as the advocate for the infected individual (or another person designated by the panel and approved by the parent/guardian of the infected person) will serve as the liaison between the student or staff member, family and attending physician as it relates to the school setting.

3. The rights of an infected staff member or the district administration shall fall under the same guidelines concerning any medical illness or condition that are outlined in the collective bargaining agreement for employees.

4. Employees of the district shall be expected to teach and provide other normal personal contract services in school to a student or to work with a school employee determined to have a disease known not to be communicable by casual contact unless a determination to the contrary has been made by the review panel.

#### G. Confidentiality

1. All persons involved in these procedures shall be required to treat all proceedings, deliberations, and documents as confidential information. Records of the proceedings and the decisions will be kept by the Superintendent in a sealed envelope with access limited to only those persons receiving the consent of the parent/guardian or infected person as provided by the Employee Right to Know Act, and the Family Education Rights and Privacy Act.

2. No confidential medical information concerning communicable diseases known not to be spread by casual contact will be recorded in the CA60 or other record that is easily accessible.

#### **Protocol for Special Education Students Who Have Contracted a Communicable Disease Known not to be Spread by Casual Contact**

In order to be consistent with both State and Federal law and to protect the rights of handicapped students, the following protocol applies for special education students who have been identified by a qualified source as having a communicable disease that is known not to be spread by casual contact.

#### A. Procedure Determination

1. If the student has been determined to be handicapped, the individualized Educational Planning Committee (IEPC) will serve as the review panel. (See Section B., Procedure)

2. If the student is suspected of being Physically or Otherwise Health Impaired (POHI), then, with parent consent, the referral, Multidisciplinary Evaluation Team (MET), and

Individualized Educational Planning Committee process could be done on an expedited basis following the procedures presented in this regulation, Section B. If the parent does not consent or if the MET cannot be expedited, the protocol in this regulation will apply. When and if the student is determined to be handicapped, procedures in this regulation, Section B will be terminated.

3. The general procedures presented in this regulation, Item A. 1-4 General Procedure and Item B. 1 and 2 Case Review Process will apply except when reference is made to the review panel, which shall be deemed to refer in this case to the IEPC.

## B. Procedure

1. The individualized Educational Planning Committee shall meet as soon as the required members can be convened, but in any event no later than five (5) school days from the date of the request.

2. The Individualized Educational Planning Committee participants shall be expanded to include the following participants:

- a. The physician treating the individual.
- b. A health official from the (County) County Health Department who is familiar with the disease.
- c. A student advocate (e.g., counselor, social worker, etc., from in or outside the school) approved by the infected person or parent/guardian.

NOTE: The Superintendent will assign a stenographer to record the proceedings.

3. The Individualized Educational Planning Committee will carry out its responsibilities as presented in administrative policy for Special Education. It is important to note that when the IEPC convenes, the IEPC may wish to request additional evaluation information with reference to District policy.

4. The impartial due process hearing, as set forth in administrative rules for Special Education, provides the necessary safeguards when the parent and school district disagree with the decision(s) of the Individualized Educational Planning Committee.

5. Section 300.513 of the Rules for Part B of EHA provides for the student's status during administrative or judicial proceedings. The concept is also presented in administrative rules for Special Education. The federal language follows:

"300.513 Child's status during proceedings.

a. During the pendency of any administrative or judicial proceeding regarding a complaint, unless the public agency and the parents of the child agree otherwise, the child involved in the complaint must remain in his/her present educational placement.

b. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

Comment: Section 300.513 does not permit a child's placement to be changed during a complaint proceeding, unless the parents and agency agree otherwise. While the placement may not be changed, this does not preclude the agency from using its normal procedures for dealing with children who are endangering themselves or others."

The normal procedures referred to in Section 300.513 are set forth for this regulation in Section B.

## **WELLNESS AND NUTRITION**

(School District's) Board of Education is committed to providing an environment that fosters good nutritional habits.

Students shall receive nutrition education that is aligned with the *Michigan Health Education Content Standards and Benchmarks*. Nutrition education that teaches the knowledge, skills, and values needed to adopt health eating behaviors shall be integrated into the curriculum. Staff members who provide nutrition education shall have the appropriate training.

The District shall ensure that reimbursable school meals meet the program requirements and nutrition standards found in federal regulations. The District shall encourage students to make nutritious food choices.

Food and beverages sold to students, outside the federally regulated child nutrition programs shall be in accordance with the Michigan Action for Healthy Kids Criteria.

The District Superintendent/Designee shall continually evaluate vending policies and contracts. Vending contracts that do not meet the intent and purpose of this policy shall be modified accordingly.

The District may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity.

The District Superintendent/Designee shall implement this policy and assess how well it is being managed and enforced. The District Superintendent or designee shall develop and implement regulations consistent with this policy. Input from teachers (including specialists in health and physical education), parents/guardians, students, representatives of the school food service program, school board members, school administrators, and the public shall be considered before implementing such rules.

The District Superintendent shall report to the local School Board, as requested, on the District's programs and efforts to meet the purpose and intent of this policy.

**Nutrition Education** – Nutrition education, a component of comprehensive health education, shall be offered to all students of the District. Nutrition education topics shall be integrated into the curriculum when appropriate.

The District shall implement a quality nutrition education program that addresses the following:

### *Curriculum*

- Has a curriculum aligned with the *Michigan Health Education Content Standards and Benchmarks*.
- Equips students to acquire the knowledge and skills needed to engage in sound nutrition behavior.

### *Instruction and Assessment*

- Builds students' confidence and competence in making health nutrition choices.
- Engages students in learning what prepares them to choose a healthy diet.

### *Opportunity to Learn*

- Includes students of all abilities.
- Provides adequate instructional time to build students' confidence and competence in health-enhancing skills.
- Students should receive consistent messages and support for: Self respect, respect for others, healthy eating, and physical activity.

Nutrition education is a collaborative effort between parents/guardians, the community, and the school. It is encouraged to provide nutrition education in the form of handouts, wall or bulletin board posters or banners, postings on the District website, community and student oriented presentations or other communications focused on promoting proper nutrition and healthy lifestyles. (See <http://teamnnutrition.usda.gov/Resources> for resources.)

All employees of the District are encouraged to be a positive healthy lifestyle role model for students. Students can learn healthy lifestyle habits by observing the food and physical activity patterns of school personnel who serve as role models in their lives.

**Nutrition Standards** – The District shall offer school meal programs with menus meeting the meal patterns and nutrition standards established by the U.S. Department of Agriculture (USDA). The District shall encourage students to make food choices based on the most current Dietary Guidelines for Americans. Food and beverages sold to students outside the federally regulated child nutrition programs shall be in accordance with the Michigan Action for Healthy Kids Criteria, including Merchandising Labs/School Stores. Breathe mints and chewing gum which are foods of minimal nutritional value that do not meet the guidelines, will be allowed for sale at merchandising labs/school stores.

During school hours, the District will sell the beverages recommended by the Michigan Action for Healthy Kids. Vending machines that contain products that do not meet the Michigan Action for Healthy Kids guidelines will dispense products after school hours only. Examples of products which meet current guidelines are water; fortified water; 100% juice in 12-ounce servings or less; fat free, low fat, plain and/or flavored milk in 16-ounce servings or less; and fruit/fruit juice smoothies in 16-ounce servings or less. Realizing that existing products become discontinued or fall out of favor, and new products are introduced into the market, all single-serving snacks and beverage products introduced in the future shall also meet the guidelines suggested above.

In order to promote healthy nutritional habits in our schools, all other venues/activities where food may be present and that occur during school hours will be encouraged to adhere to the Michigan Action for Healthy Kids Guidelines.

District employees are discouraged from using food as a reward. Alternative rewards should be explored.

District employees are discouraged from using food as a manipulative in the classroom unless it meets the Michigan Action for Healthy Kids Guidelines. Food allergies must be considered at all times and an alternative must be provided if a food allergy exists.

The District shall encourage healthy food at school parties. Notices may be sent to parents/guardians either separately or as part of a school newsletter, reminding them of the necessity of providing healthy treats for students and/or encouraging the use of non-food treats for classroom birthday or aware celebrations.

The District shall encourage healthy fundraisers as alternatives to fundraising that involve selling food items of limited nutritional value.

All other school-related activities that occur after school hours must offer food items that meet the Michigan Action for Healthy Kids Guidelines, as well as those that may not meet the guidelines.

**Other School-Based Activities Designed to Promote Student Wellness** – The District shall strive to create a healthy school environment that promotes healthy eating and physical activity. In order to create this environment, the following activities shall be implemented:

*Dining Environment* – The school district shall strive to provide:

- a clean, safe, enjoyable meal environment for students;
- enough space and serving areas to ensure all students have access to school meals with minimum wait time,
- drinking fountains in all schools, so that students can get water at meals and throughout the day,
- encouragement to maximize student participation in school meal programs,
- identity protection of students who eat free and reduced-price meals.

*Time to Eat* – The school district shall encourage:

- adequate time (suggested minimum time of 20 minutes) for students to enjoy eating healthy foods with friends in schools,
- that lunch time is scheduled as near to the middle of the school day as possible.

*Food or Physical Activity as a consequence* – The school district shall:

- encourage using physical activity as a reward, such as the teacher or principal walking or playing with students at elementary recess,
- discourage the use of food as a positive or negative consequence in schools,
- encourage student participation in elementary recess or other physical activities and discourage using the loss of recess as a form of discipline or for classroom make-up time on a regular basis,
- discourage the use of physical activity as a negative consequence.

### **CHILD ABUSE OR NEGLECT**

In compliance with Board Policy and State Statute, each employee is required to report to the Child Protection Division of the Michigan Family Independence Agency any sign of child abuse or neglect and to inform the building principal that the proper authorities have been informed.

The child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment.

Under this policy and State Statute:

*Child* means a person under age 18.

*Child Abuse* means harm or threatened harm by a person to a child's health or welfare, which occurs throughout non-accidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment.

*Child Neglect* means harm to a child's health or welfare by a parent, legal guardian, or persons who have custodial care of the child which occurs through either of the following:

- Negligent treatment, including the failure to provide adequate food, clothing, shelter, or medical care;
- Placing a child's health or welfare at an unreasonable risk by failure of the parent, legal guardian, or person who has custodial care of the child to intervene or eliminate that risk when that person is able to do so and has knowledge of the risk.

*Sexual Abuse* means engaging in sexual contact or sexual penetration with any person. In this respect, the following are considered signs of suspected abuse or neglect and should be both reported to the proper authorities and referred to the building principal immediately:

- Malnutrition and/or basic deprivation
- Significant history (siblings abused)
- Direct parental threats or admission of abuse or neglect
- Symptoms of venereal disease
- Dental injuries or eye injuries
- Head injuries
- Repeated burns or poisoning
- Scars and bruises in unusual locations (neck, back, buttocks, under arms, behind knees, top/bottom of feet)
- Injuries reflecting direct blows or use of instruments

A child who is being abused may also:

- Be hyperactive
- Act fearful of adults
- Cling to adults
- Be anxious, tense, and nervous
- Be unusually introverted
- Be purposely hurtful to other children

Suspected Abuse/Neglect by Parents – Parents who are abusing their child may:

- Be reluctant to give information
- Describe a story that does not fit the injury
- Have an inappropriate reaction to severity of injury
- Express unreasonable expectations for child's performance
- Claim conditions that do not exist, (e.g., "She/He bruises easily," "She/He moves constantly" – child sits quietly)
- Indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

When it is necessary to deal with parents who are suspected of child abuse, the employee should try to be sympathetic, communicate a readiness to help and be familiar with procedures for reporting/filing information with the appropriate agencies.

Procedure for Reporting – All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member. Immediately make an oral report to the building principal. The oral report should include:

1. The names and addresses of the child and parent(s) or person(s) having custody of said child if known.
2. The child's age and birth date, if known.
3. The nature and extent of the abuse or neglect.
4. Any other information which might be helpful.

Before or at the same time, report the suspected case to the Family Independence Agency.

Since it is the responsibility of the Family Independence Agency and/or law enforcement to investigate possible abuse and/or neglect, school personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

The oral report shall be followed, in not more than 72 hours later, by a written report/form. The written report/form shall contain the name of the child and a description of the abuse or neglect. If possible, the report/form shall contain the names and addresses of the child's parents, the child's guardian, the persons with whom the child resides, and the child's age. The report shall contain other information available to the reporting person which might establish the cause of the abuse or neglect, and the manner in which the abuse or neglect occurred.

Suspected Abuse by Staff Members – If a staff member is suspected of abuse, his/her supervisor and the Superintendent should be notified immediately, and the matter kept in strict confidence by the reporting person. The supervisor shall follow the District's due-profess procedures for dealing with an employee's real or alleged violation of any law or District policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency and the school liaison officer immediately.

### **PROCEDURES FOR REPORTING ALLEGED CASES OF CHILD ABUSE OR NEGLECT**

Immediately, make an oral report to the Child Protection Division of the Michigan Department of Social Services and the building principal. The oral report should include:

- The names and addresses of the child and parent(s) or person(s) having custody of said child, if known,
- The child's age and birth date, if known,
- The nature and extent of the abuse or neglect,
- Any other information which might be helpful.

Since it is the responsibility of the Department of Social Services and the law enforcement agency to investigate possible abuse and/or neglect, school personnel should not pressure the

child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

The oral report shall be followed, no more than seventy-two (72) hours later, by a written report on the Michigan Department of Social Services, Form 3200. The report, to be prepared by the caller, is to include all information given at the time of the oral report and any other information available from the school that may be helpful in the investigation of the case. Indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addition, etc. A copy of the form shall be sent to the Pupil Personnel Office.

Suspected Abuse/Neglect by Parents – Parents who are abusing their child may:

- Be reluctant to give information
- Describe a story that doesn't fit the injury
- Have an inappropriate reaction to severity of injury
- Express unreasonable expectations for child's performance
- Claim conditions that do not exist, (e.g., "She/He bruises easily. She/He moves constantly" – child sits quietly).

When it is necessary to deal with parents who are suspected of child abuse, the staff member should try to be sympathetic and communicate a readiness to help.

Suspected Abuse by Staff Members – If a staff member is suspected of abuse, his/her supervisor should be notified immediately; and the matter kept in strict confidence by the reporting person and supervisor. The supervisor shall:

- Verbally report the incident to the Department of Social Services,
- Notify District Police Liaison Officers that the incident has occurred and that a report has been made,
- Notify the Executive Director, Department of Human Resources, who will follow the District's due-process procedure for dealing with an employee's real or alleged violation of any law of District policy.

## **FOOD SERVICES**

The Board of Education recognizes the mid-day meal as an important part of each student's day. Therefore, the Board shall provide cafeteria facilities in all schools where space and facilities permit, and will provide food service for the purchase and consumption of lunch for all students. Furthermore, the Board believes that a comprehensive interdisciplinary nutrition education program integrated with the existing curriculum and food service program of the District will serve to meet the nutritional needs of students and promote the life skills necessary in making the proper decisions and choices regarding nutrition.

Food sold by the school may be purchased by students, staff members, and community residents in accordance with procedures established by the Superintendent/Designee.

The sale of food or beverage products by groups other than the Food Service Department shall be prohibited during the operating hours of the cafeteria program. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program, with the exception of major building renovations.

The operation and supervision of the Food Services Program shall be the responsibility of the Assistant Superintendent for Business. The cafeterias shall be operated on a self-supporting basis with revenue from students, staff, general fund, catering services, federal reimbursement and USDA commodities.

A periodic review of the Food Service accounts shall be made by the Assistant Superintendent for Business. Fund surpluses shall be limited in accordance with Michigan Department of Education Regulations.

The Superintendent/Designee shall prepare regulations for the conduct of the school lunch program that shall include the following provisions:

1. The maintenance of sanitary, neat premises, free from fire and health hazards;
2. The preparation and consumption of food;
3. The purchase of foods and supplies in accordance with statutes and administrative regulations;
4. The accounting and depositing of food service funds;
5. The safekeeping and storage of food and food equipment.

The Superintendent/Designee shall insure a wholesome, nutritious food services program in the schools of the District and one which reinforces the concepts taught in the classrooms.

### **FREE AND REDUCED RATE MEALS**

The Board recognizes the importance of good nutrition to each student's educational performance and directs that needy students be provided with lunch at reduced rates or free of charge.

Students who qualify under Federal and State requirements shall be eligible for free or reduced rate meals. The Board designates the Supervisor of Food Service to determine, in accordance with standards issued annually by the State Department of Education, the students eligible for free or reduced rate meals.

The Superintendent/Designee shall annually notify all interested persons in the School District of the availability, eligibility requirements, and application procedures for free and reduced rate meals by the distribution of an application for such meals to the family of each student enrolled in a District school according to Michigan Department of Education Regulations.

A parent/guardian who so requests shall be given an application form to complete and submit to the Food Service Department. Where necessary, the district shall assist the applicant in the preparation of the form. The District shall determine the student's eligibility and present that determination to the applicant in writing within two days of the receipt of the application. Any student found eligible shall be offered free or reduced rate meals immediately and shall continue to receive such meals during the pendency of any inquiry regarding his/her eligibility.

A denial of eligibility for free or reduced rate meals shall be in writing and shall include the reasons for which eligibility was denied, notice of the applicant's right to appeal the denial, and the procedures for appeal. Appeal procedures shall include the following:

1. A hearing, held with reasonable promptness and at a mutually convenient time and date before the Assistant Superintendent for Business;
2. The applicant's opportunity to be represented by counsel;
3. A decision rendered promptly and in writing; and
4. An opportunity to appeal the decision of the hearing officer.

The identity of students who receive free or reduced meals shall be protected, and the student shall not be required to work in consideration for receiving such meals.

The Superintendent/Designee shall implement this policy and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced rate meals.

### **TRANSPORTATION**

It is the policy of the Board of Education to provide transportation for those students whose distance from home to his/her school of assignment makes this service necessary within the limitations established by State law and the regulations of the State Superintendent of Instruction. Such laws and rules shall govern all questions not covered by this policy.

Properly maintained school buses shall be available for the transportation of resident students between his/her home areas and the schools to which he/she is assigned. Smaller buses may be substituted for reasons of economy or efficiency of operation. The District reserves the right to provide the transportation service, in whole or in part, either directly or through a competitively bid contract with a third party, using student safety, operational efficiency and cost as the determining factors.

Students living beyond the following walking limits shall be entitled to bus transportation:

Grades K through 5	1 Mile
Grades 6 through 12	1.5 Miles

Exceptions to the foregoing limits may be made in the case of a temporarily or permanently physically handicapped child who has been so certified by a physician and in the case of adverse safety conditions.

Transportation of eligible vocational or special education students between their home areas and schools outside the District shall be arranged through a variety of means, in the most safe, efficient, and economical manner.

Transportation between home area and school will be provided for each resident student attending a private or parochial school within the District on the same basis as a public school student.

Bus routes shall be established so an authorized bus stop is available within reasonable walking distance of the home of every resident student entitled to transportation services.

The Assistant Superintendent for Business/Designee shall be responsible for the execution of the transportation policy and regulations adopted pursuant thereto.

## **TRANSPORTATION PROCEDURES**

### **Introduction**

The (School District) Transportation Department strives to provide student transportation in the safest possible manner. The department is committed to providing efficient service in a cost effective manner and at the same time operate school buses at the maximum capacity possible with regard to students, driver, public safety, and minimal riding time. In addition, school district stakeholders will be provided with all of the information necessary regarding safe bus transportation to and from school, and on school based field trips. The Transportation Department is unable to use weather conditions as a consideration in the location of a bus stop.

The Transportation Department is committed to providing the highest level of vehicle maintenance to ensure that each vehicle meets all of the specifications as fined by the Board of Education, Michigan Department of Education and the Michigan State Police Motor Carrier Division. The Department complies with all standards established by the Board of Education, federal, state and local agencies.

### **Transportation Eligibility**

Elementary Students – Students living over 1 mile from their school, in their resident school attendance area are eligible for transportation from the vicinity of their home to the assigned school in their attendance area.

Elementary students may be required to walk up to one-half mile to their bus stop.

Kindergarten Students – Kindergarten students must meet the elementary students criteria noted above and will be provided transportation only for the session they are assigned to at their school.

- a. Lone kindergarten students will be dropped as close to their home as possible, at mid-day only.
- b. Multiple students will be dropped at a centrally located bus stop to all students.
- c. It is required that a parent/guardian be seen or visible at the bus stop for the discharge of kindergarten students. If no one is present, the student will be taken back to school.

Secondary Students – Students living over 1 ½ miles from their school, in their resident school attendance area are eligible for transportation from the vicinity of their home to the assigned school in their attendance area.

- a. Secondary bus routes are scheduled for main roads only whenever possible.
- b. Secondary students may be required to walk up to one mile to their bus stop.
- c. Secondary buses are not routed into subdivisions except to pick up students whose walking distance exceeds the one mile or for routing convenience.

Special Education Students – A person identified by an individualized education planning team to be “disabled” in accordance with the State School Code, who would otherwise be unable to participate in an appropriate Special Education Program or service operated or contracted for by (School District), shall be eligible only for that additional transportation determined by the team to be necessary for the person to participate in the program or service.

Safety Busing – Students without an adequate walk path as determined by the Transportation Department may be eligible for transportation.

School of Choice/Open Enrollment – Families that choose to open enroll their students outside their assigned school in their attendance area, are not eligible for transportation services.

Non-public Students – Students attending state approved private schools in the district, on the days public school students are transported as required by state law.

#### Non-Public Shuttle Buses

- a. Students that live within one mile of a public school shall be required to walk to the school for a shuttle bus to their non-public school.
- b. The non-public student may be picked up from their scheduled stop and transported to their home school, and shuttled via a second bus to their chosen school.

#### Day Care

- a. Transportation for day care will be provided in the student’s home school boundary at a stop in close proximity to the day care.
- b. The day care stop must be the alternate stop five days a week. The stop may be different in the A.M. than the P.M., but must be consistent all 5 days.
- c. No day care transportation will be provided for students outside of their home school boundary, even if a day care is in the school boundary of choice.

#### Distance from School

- a. All areas in the District have been measured. New developments or subdivisions are measured when necessary.
- b. All measurements are made in accordance with the Attorney General’s opinion #5933, 7/23/81, which states: “that the point of beginning for measuring the 1-1 ½ mile distance is the point of intersection of the center line of the public street or road with the nearest schoolhouse doorway” and “the point of ending is the point of intersection of the center line of the public street or road with the center of the nearest walk or drive serving the child’s home.”
- c. No bus shall enter a cul-de-sac. Exceptions may be made if a student would be walking further than set forth in Board Regulations or if required by an I.E.P.

#### Transportation Appeal

##### Step I

- A. Parent/Guardian files a request for:

1. Alternate Address Busing Form (attached), to arrange for transportation to a child care provider, or
  2. Inquiry (attached) to request transportation or change in transportation service.
- B. The request is reviewed by the Transportation Office, based on the following criteria:
1. (School District) Board Policy
  2. Safety
  3. Medical/physical handicaps
  4. (School District) Transportation Handbook
  5. Bus Stop Location Criteria Checklist (attached)
  6. School Bus Transportation General Information as provided by the Michigan Department of Education (attached)

#### Step II

- A. If the request is denied at Step I, the parent/guardian may then ask for a hearing of the Appeal Board by filing an Appeal Form (attached) at the Transportation Department.
1. Upon receipt of the appeal form by the Transportation Department, the following occurs:
    - a. The form is date stamped, recorded in the Appeals Log Book, and scheduled for a hearing on a pre-scheduled meeting date.
    - b. The Appeals Board will review up to ten (10) appeals per meeting. Additional requests, exceeding the limit, will automatically be scheduled for the next committee meeting.
    - c. Meetings will be scheduled weekly, or less frequently, depending on need.
- B. The Appeals Board process for review of Step II requests:
1. The Appeals Board will review written documentation.
  2. Persons wishing to provide new information to their appeal are requested to follow the procedures outlined below:
    - a. Only two (2) representatives will be allowed to address the committee.
    - b. Five (5) minutes will be allotted to clarify their situation.
    - c. Questions may be asked for clarification, but no decision will be rendered at the time of the appeal.
  3. The Appeals Board decision will be based on the criteria outlined in Step I and the following:
    - a. Exceptions for hardship will be considered on an individual basis. Documentation should be provided by the parent/guardian in writing with the appeal.

b. Appropriate personnel (i.e., Police School Liaison, Road Commission, etc.) will be consulted as necessary with regard to any additional safety questions or concerns.

c. Additional input may be provided by the school administrator, teacher/staff or consideration.

4. The Appeals Board decision will be mailed to the parent/guardian via Appeal Response Form (attached) within ten (10) days of the Board's decision.

In appeals of hardship, if appeal is approved, the Appeals Board may choose to verbally communicate the decision to the parent/guardian.

### Step III

A. If the request is denied by the Appeals Board, parent may then appeal to the (School District) Board of Education.

B. Written request for placement on the Board of Education Meeting Agenda must be received in the Superintendent of Schools' office by noon the Wednesday before a regularly scheduled Board meeting.

**(SCHOOL DISTRICT)  
SCHOOL BUS TRANSPORTATION  
GENERAL INFORMATION**

**Prepared by:  
Michigan Department of Education  
P.O. Box 30008  
Lansing, MI 48909**

1. There are no special laws or rules for Kindergarten students.
2. There is no specific distance any age student may be expected to walk to a bus stop.
3. There is no law governing the number of bus stops per mile.
4. A bus stop may be located anywhere the school bus is completely visible for 400 feet to approaching and overtaking traffic.
5. There is no maximum ride time for a student on a bus route.
6. It is the parent's responsibility to see that the student gets to and from the bus stop.
7. It is the parent's responsibility for the student's conduct at the bus stop.
8. The local school district has the authority to locate bus stops and design routes.
9. Pick-up and delivery at a baby-sitter is determined by local policy.

**(SCHOOL DISTRICT)  
BUS STOP LOCATION  
CRITERIA CHECKLIST**

1. Bus stop is not to be located in current walk zone.
2. No natural hazards exist at bus stop, flat area, able to accommodate assigned students.
3. Stop is not to be located within 50 feet of an intersection controlled by a traffic stop and a go light. (State Law Public Act 184, 187)
4. Elementary pupils (K-5) may be required to walk, one half (1/2) mile, and secondary pupils (6-12) one (1) mile to a designated bus stop.
5. Stops shall not be made within 200 feet of an intersection unless the stop is approved by a school administrator. (State Law Public Act 184, 187)
6. A district cannot establish a school bus stop of any kind along a roadway divided by a land or physical barrier when a student must cross the road to get to a stop. (State Law Public Act 184, 187)
7. Bus stops must be located where the bus is visible, clearly for 400 feet in its stopped position by approaching traffic in all directions. (State Law Public Act 184, 187)
8. A bus stop must not be located upon a highway or roadway constructed or designed to permit three (3) or more separate lanes of vehicular traffic in either direction if the pupils are required to cross the highway or roadway. (State Law Public Act 184, 187)

Local Ordinances can supersede State Law minimum requirements.



**(School District)  
Transportation Center  
Request for Alternate Address Busing Form**

Please fill out this form completely. Failure to do so will delay processing. Complete one form for each school. **Please Print.**

DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Present Run #: \_\_\_\_\_ Stop: \_\_\_\_\_

I hereby request permission and accept responsibility for my/our children listed below to be granted the following transportation change for pick-up and/or delivery.

Name of Student(s): \_\_\_\_\_  
\_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Home Address: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number Where You Can Be Reached During the Day: \_\_\_\_\_

REQUEST TRANSFER TO:

Run #: \_\_\_\_\_ Effective Date: \_\_\_\_\_ Parent's Signature \_\_\_\_\_

Stop Location \_\_\_\_\_

Caregiver's Name: \_\_\_\_\_

Caregiver's Address: \_\_\_\_\_

Pick-Up & Delivery: \_\_\_\_\_ Pick-Up Only: \_\_\_\_\_ Delivery Only: \_\_\_\_\_

---

The Transportation Center will use the following rules as listed in the Student/parent Transportation Handbook to base its decision to provide transportation from an alternate address:

The alternate address must be within the same school's attendance boundary.

The alternate stop must be for all five (5) days a week.

The desired alternate bus run cannot be within 5% of load capacity.

If request is for a noon-time kindergarten stop, the stop requested must be within the same a.m./p.m. attendance area for that school.

Approved requests will cause your child's assignment to change to the alternate address, if your child should need to change back to the home stop; a new form must be completed and returned to the Transportation Center prior to riding the bus.

\*\*\*\*\*FOR OFFICE USE ONLY\*\*\*\*\*

Route: \_\_\_\_\_ Driver: \_\_\_\_\_ Run: \_\_\_\_\_ Stop ID #: \_\_\_\_\_

Transfer Approved: \_\_\_\_\_ Date: \_\_\_\_\_ Effective: \_\_\_\_\_ Authorized by: \_\_\_\_\_

Rationale/Comments: \_\_\_\_\_

Routine: Coordinator, Dispatcher, Bus Driver, School

**(SCHOOL DISTRICT)  
Transportation Center  
Inquiry Form**

Please complete all of the applicable areas on this form. Failure to do so will delay the decision-making process. Complete one form for each school. **Please Print.**

DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Present Run #: \_\_\_\_\_ Stop: \_\_\_\_\_

Name of Student(s): \_\_\_\_\_

Name of Parent/Guardian \_\_\_\_\_

Home Address: \_\_\_\_\_

Phone Number Where You Can Be Reached During the Day: \_\_\_\_\_

This Request is regarding;
<input type="checkbox"/> Determination for Transportation Eligibility
<input type="checkbox"/> Stop Location Change
<input type="checkbox"/> Other Inquiries
Parent's Signature _____

Reason for Request: \_\_\_\_\_

Please be advised that your request may not be processed until the Fourth Friday after the start of school

\*\*\*\*\*FOR OFFICE USE ONLY\*\*\*\*\*

Approved \_\_\_\_\_  Disapproved: \_\_\_\_\_ Date: \_\_\_\_\_

Measurement \_\_\_\_\_ Rationale: \_\_\_\_\_

Route: _____	Driver: _____	Run: _____
Change Made: _____		
_____		

Routing: Coordinator, Bus Driver, File



## **SENIOR CITIZENS TRANSPORTATION**

The Board of Education will permit the school buses owned or leased by this District to be used for the purposes of transporting groups of senior citizens and retired persons in accordance with law when the Board determines that suitable, economically feasible public or private transportation is not available.

The transportation of senior citizens shall be limited to those hours and days when buses are not required for the transportation of students. The Board reserves the right to refuse or cancel any senior citizen transportation in the interests of the educational program or the efficient operation of the District.

Buses must be operated by the holder of a valid commercial driver's license who is an employee of this District. The costs of senior transportation shall be reimbursed to the Board at the actual cost of fuel and oil per mile and the driver's salary.

A field trip request form for senior citizen transportation must be filed no less than one week prior to the planned trip and must be approved by the Assistant Superintendent for Business. Included with the Field Trip Request Form must be a Certificate of Insurance, which lists the (School District) as additionally insured for the time the bus is used.

## **INSURANCE**

The Board of Education shall purchase with District funds the type and amount of insurance necessary to protect the District property from major financial losses.

Insurance purchased shall include, but need not be limited to, the following:

1. Risk of direct physical loss unless excluded or limited by policy wording.
2. Automobile Liability Including:
  - Personal Injury Protection
  - Property Protection
  - Uninsured Motorist
  - Underinsured Motorist
  - Physical Damage both Comprehensive and Collision. Collision to be written on the Broad Form
  - Non-Owned and Hired Coverage
3. Broad Form Comprehensive Boiler and Machinery Coverage.
4. Public Employee Dishonesty Blanket Bond including Faithful Performance.
5. Treasurer's Bond or equivalent coverage.
6. Broad term money and securities.
7. Special coverage for equipment not ordinarily covered under a standard policy.
8. Employee insurance coverage as specified in the Master Agreement(s) or by Board action.

9. Worker's Compensation coverage.
10. Comprehensive general liability coverage including:
  - Personal Injury
  - Employee Benefits Liability
  - Employee and Volunteers as Named Insured
11. Open stock burglary.
12. Legal liability for Board members and employees.

Insurance for a given coverage shall be obtained at the most cost-effective rate, assuming that company service, reliability, and financial and management ratings, are excellent. The insurance must be obtained from a responsible company licensed or approved, to do business in this State. The Assistant Superintendent for Business shall administer the insurance program.

### **ACCIDENT INSURANCE**

The Board of Education recognizes the need for insurance coverage for injuries to students caused by accidents occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the District. Therefore, the Board shall afford parents the opportunity to participate in group accident insurance at the expense of the parents at the beginning of each school year.

A prerequisite for student registration in any school activity having a potential for personal injury, shall be a signed statement of insurance coverage on the part of the student's parent/guardian.

The Superintendent/Designee shall recommend suitable and qualified insurance carriers and notify all parents of students who may be eligible for insurance of its availability.

### **CEREMONIES AND OBSERVANCES**

Realizing that our collective strength as a nation is nurtured by our diversity, the (School District) is committed to teaching all children respect for cultural heritage. That commitment required schools to affirm our common culture as a means of promoting our national identity and to respect the cultural traditions of various groups within our society.

Holidays are one means of cultural expression, and recognition of them can serve the goals of general education. The (School District) therefore recognizes three types of holidays: public, secular and religious. Public holidays are officially established by Michigan law (Revised School Code PA 289 of 1995 Section 1175 as amended) as worthy of statewide observance. Secular holidays are days on which a particular cultural group honors a tradition. Religious holidays are days considered sacred by members of an established religion.

Because public holidays commemorate the heritage of American culture, schools are encouraged to study and/or observe them consistent with regulations and policies.

Because secular holidays represent diverse cultural traditions, schools are encouraged to study about them in ways which are educationally sound. Over the course of a school year, the choice of secular holidays to be studied should reflect a worldwide selection of cultural traditions.

Because the American Constitutional tradition of religious liberty requires separation between church and state, schools may sponsor study about religious holidays but not devotional observance of them. The primary purpose or effect of studying religious holidays shall be neither to advance nor inhibit religion. Over time, a student's study of religious holidays must reflect respect for the five major world religions: Buddhism, Christianity, Hinduism, Islam, and Judaism.

Schools must be neutral toward religion. Although religious holiday observances may not be sponsored by schools, the freedom of individuals to observe religious holidays in school must be accommodated provided it does not defeat an overriding educational goal.

Students shall not be compelled or induced to participate in any holiday activity that violates their religious belief. School officials must insure that an atmosphere of social compulsion or ostracism is not created for students who, for religious reasons, decline participation in holiday activities.

### **Definitions**

Information about holidays may focus on how and when they are celebrated, their origins, histories and commonly recognized meanings. Holidays may be studied or observed:

Study – To gain understanding about a holiday through academic study, which may include performances, displays, or other activities with the goal of promoting sensitivity to the beliefs and practices of others.

Observe – Acknowledgement of a holiday through displays, decorations, classroom party or other activities in recognition of its significance. It is the responsibility of staff members to:

- Ensure that such activities are strictly voluntary,
- Not place an atmosphere of social compulsion or ostracism on minority groups or individuals;
- Determine that activities not interfere with the regular school program, and
- Provide alternative activities for students who choose not to participate,

### **Examples of Holiday Types**

Public holidays have been identified at the federal and state level and are those days when regular business is not transacted:

- New Year's Day
- Martin Luther King, Jr., Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veterans' Day
- Thanksgiving Day
- Christmas Day

Secular Holidays – A cultural holiday that may be celebrated by components of the population. Examples include, but are not limited to Valentine’s Day, St. Patrick’s Day, Cinco de Mayo, Halloween, Kwanzaa, Christmas Day.

Religious Holidays – Those holidays related to the religious beliefs and practices of individuals, groups, or cultures. Religious holidays include, but are not limited to Christmas Day, Easter, Id Al-Fitr, Bodhi Day, Holi, Passover, Divali, Ramadan, Yom Kippur, etc.

### **Curriculum**

A. The teaching of religion to instill belief is the responsibility of the family and religious institutions, but teaching about religion is a legitimate responsibility of the schools. District curriculum should include study of a variety of religions, but should not advance one religion over another. Instruction about religion should help students better understand the religious heritage of their own and other cultures.

B. The study of holidays should infuse the curriculum as part of cultural studies for the subject areas taught in schools. The Social Studies Curriculum Review Committee has identified a number of holidays which are clearly linked to the Social Studies Essential Learning Outcomes. The holidays identified by the Social Studies curriculum are to be studied or observed. No unit of study should be dominated by the study of a holiday.

C. Religion should be portrayed accurately and there should be balanced treatment of the world religions. The study of the impact of religion on civilization should be included in the curriculum in appropriate curricular areas such as fine arts, language arts, and social studies. It is the responsibility of the staff to ensure that religious symbols are not profane nor desecrate what is sacred to a religion or culture.

D. As guaranteed by the U.S. Constitution, religious liberty and the separation of church and state are taught as core democratic values. When discussing controversial issues pertaining to democratic values, they should be presented impartially and with balanced treatment of conflicting viewpoints.

E. Curricular content is determined in accordance with District procedures based upon best standards of the field in question, and not solely to accommodate the religious views of a particular individual or group.

### **Decorations and Displays**

Religious symbols such as Menorah, Star of David, Crèches, crosses, etc., should be used only as teaching aids and not decoration.

Symbols of religious holidays that might have acquired secular meaning might be used as decorations for up to ten school days prior to the holiday. Example: presents, bells, turkeys, bunny, cornucopias, giving tree, etc. It is important that holidays reflect the variety of cultural traditions of all students. Sensitivity to the needs of all students should take precedence and teachers are encouraged to expose students to a variety of cultural traditions.

## **Gifts and Greetings**

Individual holiday gift giving is permitted, while school sponsored exchanges are not. School sponsored holiday gift sales are acceptable outside of class time. School sponsored holiday gift making or community service projects are permissible, as long as they are consistent with curricular goals and alternative activities are provided for students who choose not to participate. Individual holiday greetings are also permitted.

## **Performances**

Student performances, such as band, instrumental and vocal musical concerts, and dramatic portrayals may be dedicated to public holidays. Performances may have elements associated with religious holidays, provided they are integral to the curriculum. Performances by students throughout the school year should reflect balance and respect for multiple traditions.

## **School Communications**

School and classroom communications may be decorated with symbols of public and secular holidays. Secular symbols should reflect a variety of cultural traditions. Communications, which advance or inhibit observance of cultural or religious holidays may not be posted in school or disseminated by school staff members.

## **Privacy**

No individual should be required to reveal his/her personal beliefs and/or values. Parents should be reminded to inform teachers of students' religious or cultural needs, which might require individualized attention by the teacher.

## **Performance Standards**

A school will have fulfilled school policy if, in the course of a school year, the following criteria are met:

- Activities in conjunction with religious holidays neither advance nor inhibit religion, and are limited to study.
- Projects and activities representing specific holidays should reflect a variety of cultural traditions. Alternative projects and activities should be provided for students who choose not to participate.
- The totality of holiday-related activities reflects a variety of cultures and a balance among them.
- Students observe holidays which reflect the common heritage of all people.
- No student is compelled to study or observe any holiday in ways contrary to his/her religious beliefs.
- Holidays observed throughout the calendar year should be representative of holidays observed by all cultures to ensure that the needs of all students are met.

Teachers are encouraged to access parents and community leaders as resources in the study of holidays and traditions.

Parents or classroom visitors may talk about a culture or religious heritage or do a related activity in the classroom, provided it is related to the curriculum.

Parents or classroom visitors may read a book related to a culture or religious heritage, provided it has been approved by the classroom teacher and does not advance or denigrate any religion.

### **FLAG DISPLAYS, PLEDGE OF ALLEGIANCE, AND NATIONAL ANTHEM**

The flag of the United States shall be flown from a flagstaff on the grounds of each school and the Administration Center of the District during the days that the building is in session, weather permitting, and other days determined by the Board of Education or by law. The flag shall be flown consistent with applicable laws. The flag shall be lowered to half-staff on days so designated by the President of the United States, Governor, Board of Education, or the Superintendent/Designee. Schools will display the American flag and State of Michigan flag inside each building and are encouraged to display the flag during major activities.

Student instruction will include learning the National Anthem, Pledge of Allegiance, and history of the flag.