

STUDENTS POLICY

ELIGIBILITY OF RESIDENT/NON-RESIDENT STUDENTS

The Board of Education establishes the following policy for the determination of eligibility to attend the schools of this District with regard to the residency of students:

1. The Board will educate only those students who are legal residents of the District. Proof of residency will be required for registration in the District.

The School District shall provide a free and appropriate public education to each child of a homeless person and each homeless youth as provided to the residents of the School District, and as such persons or youth are considered homeless under Federal Law and seek enrollment in the School District.

2. The District will not accept students whose proof of residency is based upon Limited Guardianship papers for educational reasons. The District will accept students whose proof of residency is based upon limited guardianship papers for the purpose of securing a suitable home for the student.

3. Non-resident students may be enrolled into this District by presenting a signed release for tuition enrollment from their resident district. They will be charged a nominal tuition of \$1.00 by this district, and must meet one of the following criteria for enrollment purposes:

A. Students whose parents do not reside within the District but who present evidence that the family will move into the District within a period of time not to exceed one school year may enroll in the schools of this District as tuition students for the time not in residence.

B. Twelfth grade students who have begun their work toward graduation from a high school in this District, and whose parents do not reside within the District, will be permitted to complete their high school education.

C. Families that move out of the District during the school year that present extenuating circumstances that support the student completing the remainder of the school year in the District.

D. Non-residents may be accepted into the Alternative Center for Education (ACE) classes provided by the District as tuition students provided that space is available to accommodate the enrollment.

4. Non-resident students may be enrolled as tuition-based students in accordance with the M.C.L.A. 380.1401. Yearly tuition rates are computed on the basis of the District's per capita operating cost. Placement of students is based on available space and assigned staff.

5. Non-residents may be accepted into the Adult Education classes provided by this District.

6. Students residing in this District who are not living with their parent(s), legal guardian(s), or a person who qualifies under Section 1148 of the School Code of 1976, as amended, shall be ineligible for attendance in the schools of this District unless said students shall be adults or emancipated minors, as designated by Probate Court or if the students are enrolled in the Adult Education Program.

7. Non-resident students who have been expelled at any time from any school district will not be considered for admission as tuition students. Non-resident students who have been suspended at any time during the past two years may be refused admission as a tuition student.

8. Non-resident students may be accepted into the Summer School Program provided by the District and will be assessed fees.

9. In addition, in accordance with MCL 388.1606(6)(1), children of District employees may also enroll if the student is the child of a regular school employee who is under contract with the Board of Education either through a Master Contract Agreement or individual contract, and excludes annual supplemental agreement holders who do not fall within the definition of a regular school employee. This exception shall cease to exist when the parent/guardian ceases to be an employee of the District. However, under such circumstances, a student may finish the academic school year without payment of tuition or approval from

his/her resident district if the parent/guardian discontinues employment with the district after the pupil membership count day. Placement of students is based upon available space and assigned staff.

NON-RESIDENT TUITION STUDENTS

Students, whose parents do not reside within the (School District) but who present evidence that they will move into the school district within six (6) months, and not to exceed one school year, may enroll in school as tuition students for the time not in residence. The following guidelines must be adhered to:

1. A copy of residency intention must be presented to the Supervisor of Student Enrollment. The following documents are acceptable:
 - a. Building contract
 - b. Purchase agreement
 - c. Rental agreement
 - d. Building permit
2. Prior to enrolling in the (School District), a tuition payment must be made to the (School District) for the yearly-established tuition rate. In addition, the parent(s) must obtain a membership release in accordance with the State Aid Act.

STUDENT ENROLLMENT ELIGIBILITY

Residency

In accordance with Board Policy, only those students who are legal residents of the District will be permitted to enroll for attendance at District schools. However, exceptions to this policy are made for circumstances including international students who have a student visa issued by the District, and are residing with a parent/legal guardian in the school district, students whose parents will be moving into the district shortly, high school seniors whose parents move from the district, applicable special education students attending a District Center's Program and those who are emancipated minors. Students enrolled in the Adult Education Program and resident students that move out of the district after the September student count and before the February student count may finish the current school year without a signed release from the district of residence.

The following information must be provided by the parent/guardian at the time of enrollment:

- A. Student's certified birth certificate.
- B. Closing statement, current property tax statement, or lease agreement for the home.
- C. Name and address of the school last attended by the student.
- D. Complete immunization records.
- E. In the case of a single or divorced parent, court order showing the enrolling parent holds legal custody of the student(s). If student(s) are residing with the enrolling parent, a court order must be presented showing parent holds physical custody of the student(s).
- F. If the student is receiving special education services, a current Individualized Educational Plan (IEP).

Children of school age placed under the direction of the court or child placement agency in a home in the district are eligible to attend district schools, as are children who are placed in a licensed home or the home of a relative when such placement is made to secure a suitable home and not for educational purposes.

When the District becomes aware that a currently enrolled student does not meet residency requirements as outlined above, the student's parent/guardian will be notified by certified mail through the Student Enrollment Office of the apparent infraction of eligibility policies. If after five (5) school days, the matter of residency is not corrected, the student will be dropped from school rolls and the parent/guardian so notified.

Adult Education classes are open to non-residents. Non-resident students may attend the Summer Learning Program provided by the District.

Health Requirements

A. Immunization: State law requires all students in any school in Michigan for the first time shall submit either a statement that they have been immunized or protected against the following diseases or a waiver that the requirement cannot be met because of religious convictions or other objections: diphtheria, measles, mumps, pertussis, poliomyelitis, rubella, tetanus and varicella.

B. Physical Examinations: A physical examination is recommended for each kindergarten child.

C. Vision Screening: Vision screening is required by state law for children enrolling in kindergarten or first grade.

Homeless Students

In accordance with federal law, the following procedures will be implemented when enrolling a homeless student:

A. Immediately enroll homeless children and youth, eliminating delays caused by lack of records or other enrollment requirements.

B. Offer services to homeless students that are offered to non-homeless students, including transportation services and educational services for which the student is eligible (e.g., Head Start, Even Start, Preschool, Title I, Programs for limited English speaking, Special Education, etc.).

C. Maintain and transfer records in a timely fashion.

D. Assist with immunizations.

E. Ensure the right to attend school of origin for the entire duration of homelessness.

F. Immediately enroll unaccompanied youth pending any disputes regarding such placement.

G. Submit student referral to (ISD) Homeless Education Program Department for student and district assistance, and coordination of enrollment requirements for student program.

**Attachment A
(School District)
Homeless Student Education
Dispute Resolution Form**

School Name: _____ Phone: _____ Fax: _____

Student's Name: _____ I.D.# _____ Grade: _____

Current Address: _____ Current Phone: _____

Parent/Guardian Submitting Complaint: _____

Relationship: Parent Guardian Unaccompanied Youth Other

Current Address: _____ Current Phone: _____

Lives in a Shelter: Yes No

Name of the school that parent/guardian chooses child to be immediately enrolled in and/or transported to/from until dispute is resolved: _____

Is this the school of origin? Yes No

If no, from which school was the student transferred? _____

Reason for complaint: _____

Signature – Guardian/Complaining Party

Date

District Action on Complaint

Taken within _____ days after receiving notice of the complaint.

Was the dispute resolved?

Yes Date _____

Briefly describe the outcome of the meeting:

No Date _____

Briefly describe the outcome of the meeting:

Return this form to: (School District), Office of Curriculum and Instruction
(Street Address)
(City, State, Zip Code)
(Area Code) (Phone Number)

Entrance Age

The Board of Education shall establish entrance age requirements for students which are consistent with statute and sound educational practice and which insure the equitable treatment of all eligible children.

A. Pre-Kindergarten: A child is eligible for entrance into the pre-kindergarten if he/she attains the age of four on or before December 1 of the year in which he/she applies for entrance and has not yet attained the age at which he/she will be admitted to kindergarten. Children attending the pre-kindergarten program operated by the Community Services Department shall be charged tuition in accordance with the policy of the Board. Eligibility of students for District programs funded by grants from State and Federal sources shall be determined according to the State and Federal guidelines for the program.

B. Kindergarten: A child is eligible for entrance into kindergarten if he/she attains the age of five on or before December 1 of the year in which he/she applies for entrance.

C. First Grade: The Board may admit to first grade students who are five years old, if they have attended and completed an approved academic program before transferring to this District.

D. Pre-School Handicapped: Educational programs shall be provided within the District or through a Center in a neighboring district for handicapped children of pre-school age, in accordance with the rules of the State and the student's Individual Education Plan (IEP). Each applicant shall be evaluated by a multi-disciplinary evaluation team. Eligibility and placement are determined by the Individualized Educational Planning Committee (IEPC).

INTERNATIONAL EXCHANGE STUDENTS

The Board of Education recognizes the positive cultural benefits to the students of this District in meeting students from other countries and having international exchange students as members of the student body of this District.

The Board will permit the admission of students to its schools as international exchange students from recognized and approved student exchange programs.

The recognition of programs for these exchange students as well as the limitations as to the number of students from these programs shall be determined by the Superintendent/Designee.

International exchange students who do not meet residency requirements and are not participants in a recognized student exchange program shall not be admitted to the schools of this District.

The (School District) wishes to cooperate in providing educational opportunities for international exchange students. In order to provide an appropriate educational program for these students, the following guidelines will be followed:

1. Application for international exchange student placement shall be accepted by the Office of Student Enrollment from March 1 through June 30, for the ensuing year.
2. Students must be from a program currently endorsed by the Council on Standards for International Education Travel and identified in the Council's Advisory List on International Educational Travel and Exchange Programs.
3. Students must be at least sixteen (16) years of age by the time they attend (School District).
4. Students must have had at least two full years of English and have the ability to converse, read and write in English. Each international exchange student should submit a written essay in English with his/her application.

5. Each student must take a secondary level English Proficiency Test. The student must earn a high intermediate or advanced level score.
6. Applications shall be reviewed by the Supervisor of Student Enrollment. Approval of the application rests with the building principal.
7. Approval of an application will be based upon (School District's) past experience with the International Exchange Organization and the student's secondary level English Proficiency Test.
8. A maximum of three (3) international exchange students per year per high school shall be accepted.
9. A maximum of one (1) international exchange student from a recognized organization shall be placed at each high school. The exception to this guideline is that if by July 1 the quota of three (3) exchange students per high school has not been met, consideration shall be given to the placement of more than one (1) exchange student from a recognized organization at the high school that has not reached its quota.
10. Placement of students from different regions of the world at each high school shall be attempted.
11. The host family of the student shall reside within the attendance boundaries of the high school for which application is made. It is recommended that a student of high school age be in the host family.
12. Placement of international exchange students shall be for a full school year only.
13. Acceptance of a student does not automatically imply that a high school diploma will be issued at the completion of the school year. The high school counselor and principal, upon evaluation of the student's transcript, will determine the student's grade level placement.

ASSIGNMENT OF STUDENTS

The Board of Education directs that the assignment of students to schools within this District be consistent with the best interests of students and the best use of the resources of this District.

The Superintendent/Designee shall annually review existing attendance areas and may recommend to the Board such changes as may be justified by convenience of access to the schools, and an educationally sound balance of student populations.

The Board, upon recommendation by the Superintendent/Designee, shall determine the school attendance areas of the District and shall expect the students within each area to attend the school so designated unless the parents/guardians have exercised their right through open enrollment to attend a different school.

The Superintendent/Designee may assign a student to a school other than that designated by the attendance area when such exception is justified by circumstances and is in the best interest of the student. Transportation in such cases will be the responsibility of the parents/guardians.

Students who change residence from one attendance area to another within the District during a school year may, with valid reason and the concurrence of the Superintendent/Designee, continue in attendance at the same school for the remainder of the school year. However, the parents/guardians will be responsible for the transportation of their child.

The building principal shall assign students in his/her school to appropriate grades, classes, or groups. This action shall be based on consideration of the needs of the students as well as the administration of the school.

The assignment of students to schools within the (School District) must be consistent with the best educational interest of the students and best use of facilities.

To achieve this goal, student assignments will be reviewed annually based on long-range (3-5 years) enrollment projections. Adjustments may be necessary due to new residential construction. As new streets and developments are added to the community, the impact upon school attendance areas will be analyzed. The Superintendent will be informed of the results of these analyses. When projections for the future demands on the district indicate a need for adjustment in the assignment of students, the Superintendent will initiate the review process. An attempt will be made to adjust attendance boundaries not more than once every three (3) years.

The Superintendent/Designee may elect to implement a short-term (1-3 year) plan when growth impacts certain schools. The short-term plan may include reassignment of certain grade levels, classrooms, or programs to schools with available space.

The Superintendent will establish a task force of district personnel. The task force may include the Supervisor of Student Enrollment representatives from Central Office Administration. The Superintendent will establish the charge and timelines for the study. Timelines for development of any plans should include adoption of the plan no later than April 1 for the ensuing school year. The task force will direct the study and present a recommendation to the Superintendent.

To assist the task force, an advisory council will be appointed comprised of at least one Board member (appointed by the Board of Education), one elementary and one secondary administrator (appointed by the Superintendent), teacher members (appointed by the School District Educational Association) and citizens. Citizen participation will be in accordance with set policies. Members of the advisory council need to be a balanced group that is not predisposed to any one particular viewpoint.

The task force will gather information regarding residential development, state of the economy, birth rates, and growth patterns from local municipalities, building principals, the advisory committee, and any other source deemed necessary. Development of proposed school attendance boundaries will be based on the following criteria (listed in priority order from highest to lowest):

Elementary

1. Future residential growth
2. Keeping neighborhoods together
3. Moving the least number of students possible
4. Moving students in a building as a whole unit from elementary to middle school
5. Impact on location of special education programs serving the total school district
6. Distance from the school
7. Number of times students have been moved in the past

Secondary

1. Future residential growth
2. Keeping neighborhoods together
3. Moving the least number of students possible
4. Moving students in a building as a whole unit from elementary to middle school and from middle school to high school
5. Impact on location of special education programs serving the total school district
6. Distance from school
7. Equal number of students per building, proportionate to building capacity

A preliminary plan will be developed by the task force in conjunction with the advisory committee. The Plan will be presented to the Superintendent and subsequently reviewed by the Joint Advisory Council and Superintendent's Cabinet prior to formal presentation of the plan to the Board of Education. Following the initial Board presentation, public hearings will be conducted to obtain public input on the proposed

plan prior to final adoption of the plan by the Board. The master copy of approved school attendance areas will be retained by the Supervisor of Student Enrollment.

COMBINATION/MULTIAGE CLASSES IN THE ELEMENTARY SCHOOLS

Conditions for combining students from two or more grades in a combined class:

- A. The numbers of enrolled students are such that to maintain single grade classes only would produce extreme imbalances between classes of two or more graded.
- B. The staff and principal wish to implement a multiage/combined class to meet the instructional needs of students.

Criteria for combination classes:

- A. Combination classes must meet master agreement requirements pertaining to class size.
- B. Students enrolled in combination classes must conform to student selection criteria as stated below.
- C. If possible, combined classes are not to receive additional students once they are established and functioning.

Criteria for assignment of students to combination classes:

- A. Combination: Students assigned to combination classes are those who in the teachers' and principals' judgment:
 - a. Exhibit stable, well-integrated personalities
 - b. Can follow directions easily, and work well independently
 - c. The makeup of this group should not have an extreme imbalance on the class makeup of other classrooms at the official grade levels.
- B. To the extent possible there should be a balance of boys and girls comparable to students in each of the constituent grades.
- C. The aggregate of students should present the teacher with relatively timely and logical choices for instructional groupings across a narrower range of student achievement levels than is expected in a typical single grade class.

Criteria for assigning teachers to combination classes:

- A. Ideally, teachers assigned to combination classes will have exhibited positive attitudes toward combination classes with respect to their instructional feasibility and educational soundness.
- B. Teachers assigned to combination classes should be known to be well organized and flexible.
- C. Teachers assigned to combination classes should be volunteers, if possible.

Steps in establishing combination classes:

- A. Identify the need; preferably in the spring or before classes begin in the fall.
- B. Identify the teacher(s) to be assigned to the combination class(es).
- C. Involve teachers in the student identification process from whose previous-year classes the students are to be drawn.

D. Inform the parents of students to be assigned to combination classes in the same manner and at the same time as all other student assignments. Parents should be made aware, when possible, that a combination class is being considered. Efforts to gather parent placement input is encouraged. Final assignment and listing is an administrative responsibility.

Parental appeal process: Parents who may object to the assignment of a student to a combination class are to be advised to take their concern first to the principal, then, if necessary, to the Assistant Superintendent for Instruction. Final disposition rests with the Superintendent.

Conditions for combining students from two or more grades:

- A. The staff and principal wish to implement a class to meet the instructional needs of students.
- B. The number of enrolled students is such that to maintain single grade classes only would produce extreme imbalances between classes of two or more grades.

Criteria for assignment of students to multiage classes:

Students assigned to multiage classes are those who:

- a. To the extent possible represent a balance comparable to students in each of the constituent grades.
- b. Class size will be comparable to others at grade levels involved and meet master agreement requirements.
- c. Has parental support for placement.
- d. Other criteria deemed instructionally appropriate by teachers and principal.

Criteria for assigning teachers to multiage classes:

- A. Teachers assigned to multiage classes will have demonstrated an understanding with respect to its instructional feasibility and educational soundness for students.
- B. Teachers assigned to multiage classes should be known to be well organized and flexible.
- C. Teachers assigned to multiage classes should be volunteers.
- D. Teachers assigned to multiage classes should demonstrate an understanding of curriculum and exhibit sound instructional and assessment skills.

Steps in establishing multiage classes:

- A. Involved building staff should identify the intent to provide this student grouping as early as possible in the spring for building proposals.
- B. Involve teachers and other staff in the student identification process from whose previous-year classes the students are to be drawn. This process can be part of the regular student placement meeting.
- C. Parents with students at identified grade levels should be informed of the multiage grouping and approve of placement if their child is to be placed in it.

Parental appeal process:

Parents who may object to the assignment of a student to a multiage class are to be advised to take their concern first to the principal, then, if necessary, to the Assistant Superintendent for Instruction. Final disposition rests with the Superintendent.

OPEN ENROLLMENT PROCEDURES

In general, students shall attend the school serving the attendance area in which they live. Parents/legal guardians may request their student attend a school outside their attendance area under the following guidelines.

Capacity Criteria

An open enrollment option may be exercised by a parent or guardian on behalf of a student attending (School District) if the receiving school has not reached grade level capacity based on assigned staff. Grade level capacity for each building will be determined prior to the application period through the cooperative effort of the building administrators and the Office of Student Enrollment based on the following criteria:

- A. Available physical space
- B. Curriculum needs at that time
- C. Contract planning ratios and legal contract limits
- D. Space for anticipated growth
- E. Special programs assigned to the building

Annual Application

All students will be assigned space in their neighborhood school. They will retain that space until they have made application and have been assigned space in a school in another attendance area under open enrollment or until the boundaries are redefined by a vote of the Board of Education. An open enrollment placement, once granted, will remain in effect for at least one school year unless a change is requested by the building administrators subject to due process provisions of the Board of Education.

Commitment by the student/parent/guardian to their open enrollment school begins with the signing and returning of the form that accompanies the notification of acceptance to their open enrollment school. If this form is not returned within the stated time, the applying student will be assigned to the neighborhood school. The student may remain at the open enrollment school, without annual application, until the student changes levels (i.e. elementary to middle school or middle school to high school) or the parent notifies (School District) of the student returning to his/her home school assignment.

Priority for Placement

If the number of students applying to attend a school would exceed the established capacity level, the students who will be able to exercise the open enrollment option will be determined on a lottery basis. Priority for available space in the receiving school will be as follows:

- A. Students who are part of a redistricting plan will receive priority at their prior neighborhood school for one school year only.
- B. Students enrolled the previous year in the requested school.
- C. Siblings of students enrolled in the requested school under A and B above.
- D. New applicants from the district under the open enrollment regulation.

Athletic Restrictions

All students in grades 10-12 who move to an open enrollment school shall be ineligible for interscholastic athletic competition the first semester they enter the open enrollment school. No waiver of ineligibility shall be requested as provided for in the Michigan High School Athletic Association, Inc., Regulation 1, Section 9 (A-9). However, a student who is returned to his/her home school at the request of the school district would immediately be eligible in the home school.

Application Process

Each year a timeline will be established within which a request for an open enrollment placement will be made. Applications received after the established deadline will be considered later in the timeframe after all other applications have been considered. The timelines will have the format of:

- A. Application period (three-week period).
- B. Four weeks from the application deadline, notification will be sent to student/parent/guardian regarding whether the student will be attending the neighborhood school or the open enrollment school.
- C. Two weeks from the notification deadline, the commitment letter must be returned. Failure to return the commitment letter will void the student's open enrollment placement.

Applications will be accepted for all schools within the specified timeline even though some buildings appear to be at grade level capacity. Potentially, space may be made available at what appears to be a capacity school if students who are assigned to that school are transferred through the open enrollment regulation.

Students who are currently enrolled in their neighborhood schools who change their residence within the boundaries of the school district after the published timelines for open enrollment are exempted from the application deadlines. This applies only to those students whose change in residence also changes their neighborhood school. In the first year after such a move, the student/parent/guardian will be able to choose whether the student will remain in the former neighborhood school or transfer to the school serving the new residence. It is understood that after the first year the student must meet the criteria of the open enrollment regulation in order to remain in the former neighborhood school.

Students/parents/guardians will be limited to one choice and an alternate when applying for an open enrollment placement. If the requested school(s) is not available because of lack of grade level capacity, the student will be assigned to the neighborhood school.

Transportation

Parents/guardians are responsible for providing transportation of students exercising open enrollment.

School Notification

Building principals will be notified by the Student Enrollment Office as to the number of open enrolled students, grade level they are placed at and names of students shortly after commitment letters are returned by the parents.

Parent/Student Responsibilities

Open enrollment students are expected to be at school on a daily basis on time and are expected to leave the school grounds promptly at the end of the school day. Failure to comply will result in termination of the student's open enrollment placement.

WITHDRAWAL FROM SCHOOL

The Board of Education affirms that, while statute requires attendance of each student only until he/she is 16 years of age, it is in the best interest of both students and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond school.

The Board directs that whenever a student wishes to withdraw, every effort should be made to determine the underlying reason for such action, and the resources of the District should be used to assist the student in reaching his/her career goals. No student under the age of 18 will be permitted to withdraw without parents being notified confirming knowledge of student intention.

The Superintendent/Designee shall develop procedures for withdrawal from school which make counseling services available to any student who wishes to withdraw and his/her parents, to make every

effort to satisfy the student's future educational needs, and to inform the student of the high school equivalency program.

Withdrawal from school by a student under sixteen (16) years of age who has no intent of continuing his/her education brings to bear the compulsory attendance rules of the Michigan General School Laws. When building principals become aware of such a situation, they must pursue the process so mandated.

Of concern also is the student who at age sixteen (16) withdraws from school with no clear intention to complete the requirements for graduation. While this is the legal option for youth, Board policy urges the administration to organize efforts to assist these young people in further study to better equip themselves with the educational and vocational skills important to a contributing member of society.

Therefore, when a student indicates a desire to withdraw without transfer to another school, institution or organization that would continue to assist him/her in the attainment of such life-important goals, staff should try to determine the underlying reasons and take whatever means are available to assist the student to decide otherwise. Measures to be considered may include but are not limited to:

- conference with the principal, assistant principal or counselor in an attempt to ascertain the reasons for the proposed dropout and what might be done by either the school district or outside agencies to alleviate such difficulties.
- conduct an exit interview in which a briefing would include a review of opportunities offered by adult education programs, G.E.D. programs, opportunities open to non-graduates at community colleges and Armed Forces schools. Students who wish to withdraw from school should also be made aware of return opportunities and counseling services open to them at their high school.

All withdrawing students should leave the school following established procedures including turning in materials and/or equipment, payment of any debts, and clearance of lockers. Each building principal will be responsible for establishing and maintaining such procedures.

Students who transfer to other schools will have their records forwarded upon written request from the receiving school. Students or parents are not permitted to carry their official records upon withdrawal.

WORK PERMITS

In accordance with the provisions of the Hittle Juvenile Employment Act 157, the Superintendent directs the middle and high school principals to offer, upon request, work permits to students aged fourteen (14) to seventeen (17). No such permit is required when a young person reaches the age of majority (18). No work permit shall be issued to any minor under the age of fourteen (14), except as golf caddies on public or private golf courses.

Application forms for work permits will be issued upon presentation of:

1. Proof of residence in the (School District).
2. Offer of employment completed in full by the prospective employer and the student.
3. Evidence of age, preferable a birth certificate or a driver's license, or other proof of age as described in Act 157.

Work permits shall not be issued to any minor engaged in an occupation which would be injurious to the health or morals of such a minor, or if the job is unduly hazardous.

Middle school and high school principals have the right to deny or revoke work permits if she/he is of the opinion the interests of the youth are best served by such a denial or revocation. Parents/guardians

should be notified prior to taking action to deny or revoke a work permit in order to allow them appropriate opportunity to correct the deficiency involved.

At the end of each school year, office copies of work permits issued shall be placed in the student's Pupil Personnel Records.

SOCIAL SECURITY NUMBER CONFIDENTIALITY

Pursuant to both state and federal law, it is the policy of this School District to protect the confidentiality of social security numbers. No person shall knowingly unlawfully use the social security number of any employee, student, or other individual.

The Superintendent shall establish rules and regulations to implement this policy. The Superintendent shall ensure that:

1. The confidentiality of social security numbers is maintained to the extent practicable;
2. The unlawful disclosure of social security numbers is prohibited;
3. Access to information or documents containing social security numbers is limited; and
4. Documents containing social security numbers are disposed of properly.

Persons who violate this policy, or the rules that implement it, may be subject to disciplinary action up to and including suspension or expulsion for students and termination for employees and appropriate legal or criminal action.

Public Records

Where a social security number is contained within a document subject to FOIA release, the social security number shall be redacted.

Information Collected

Social security numbers should only be collected where required by federal or state law. Examples of such instances where it is still necessary to collect or report an employee's social security number include:

- A state or federal law or rule or court order which authorizes, or requires a social security number to be included;
- Certain employment application and verification processes; and,
- As part of the administration of health insurance, membership benefits, and retirement programs.

If a unique personal identifier is needed, then a substitute for the social security number shall be used such as a District-created identification number not using the social security number.

Public Display

Social security numbers shall not be placed on identification cards, badges, time cards, employee rosters, bulletin boards, or documents publicly distributed or displayed.

Documents, materials, or computer screens that display social security numbers or other sensitive information shall be kept out of public view and in limited areas.

Social security numbers shall not be required for a District employee, student, or staff member to gain access to the Internet or network.

Information Exchange

Information containing social security numbers shall only be sent where permitted by law.

Mailed Communications: Documents containing social security numbers that are sent through the mail, shall not knowingly print or reveal the number on the outside of the envelope or package.

Electronic Communications: If a social security number must be communicated electronically, e.g., voicemail, fax, or e-mail, the communication shall be accompanied by the District's name, a "*Confidential Notice*" stating that the information included is intended to be privileged and confidential, and that it is only intended for the use of the individual or entity named.

No individual shall be required to send his/her social security number through e-mail unless the connection, or file, is secure or encrypted.

Access to Social Security Numbers

Only those persons authorized by the Superintendent/Designee shall have access to social security numbers.

Storage and Disposal

All documents or files that contain social security numbers shall be stored in a physically secure manner.

Social security numbers shall not be stored on computers or other electronic devices that are not secured against unauthorized access.

Documents or other materials that contain social security numbers shall not be thrown away in the trash; they shall be discarded or destroyed only in a manner that protects their confidentiality, such as shredding.

Improper Disclosures

Any individual who suspects that an improper disclosure of a social security number has been made shall inform the Superintendent/Designee.

If the Superintendent/Designee suspects that an improper disclosure has been made, he/she shall contact the appropriate authorities. Any person who fails to comply with the District's Privacy Policy shall be subject to appropriate discipline as determined by the Superintendent/Designee.

Policy and Regulation Availability

All current and future District employees shall be notified of the Social Security Number Confidentiality Policy. The District Social Security Number Policy shall be published in an employee handbook, procedural manual, or other document, that may be made available electronically.

ATTENDANCE

The Board of Education believes that regular school attendance helps students to be successful in their school studies. Student participation in class discussion; and their attention to lectures, clarification, and explanations are all integral parts of the educational program.

The inherent right to attend public school carries with it certain responsibilities on the part of students and their parents. One of these responsibilities is regular attendance to all assigned classes. Students should remain out of school only when, in the opinion of the parents, it is absolutely necessary.

Responsibilities also fall upon school personnel to keep parents informed of their child's absences and tardiness from classes. In order for students to gain the full significance of an educational program, parents, teachers, administrators, and other staff members must make every effort possible to insure that each student is in regular school attendance.

Accurate attendance records for each student will be maintained by the teachers and administration.

STUDENT ATTENDANCE

The purpose of the (School District) is to help develop students to be academically, emotionally, and socially prepared to be responsible, contributing adults. Regular school attendance is basic to much of the success students attain from their school programs. For each student, daily teaching, interactions of students with teachers and with other students, discussions, lectures, clarifications, explanation, audio-visuals, reports, etc., cannot be duplicated and constitute valid and crucial parts of school work.

An important part of the student's preparation for adult life is to develop a positive intrinsic attitude toward attendance through a responsible attendance pattern in school. A primary concern of many employers when evaluating prospective employees is their attendance record in school. In most employment situations, employers do differentiate between excused and unexcused absences, with unexcused absences being handled with greater severity. Employers also require timely notification regarding employee absence.

The underlying premise of this regulation is that all absences result in the loss of valuable instructional time; thus, this regulation includes excused and unexcused absences. Another premise of this regulation is the belief that the vast majority of parents exercise good judgment when making decisions about school attendance. Consistent with this belief, parent notification within reasonable time lines will result in the absence(s) being excused.

Parental notification regarding absences and tardies is an essential element of this regulation. Parents and school personnel must work together to offer appropriate intervention to students with attendance problems. Reasonable effort will be made to notify parents of absences and tardies so they may initiate corrective measures in the home.

Each teacher, for all assigned classes, must maintain an accurate accounting of each student's attendance, including dates and the number of days a student is absent during each semester. Teacher classroom attendance records must be maintained according to established school district policies and State of Michigan child accounting procedures. This regulation is for all (School District) students in keeping with the General School Law of Michigan which requires that, with few exceptions, every child between the ages of six (6) and sixteen (16) shall attend school every day.

Regular school attendance is imperative for the educational achievement of students. Students are expected to be in attendance each day school is in session except for personal illness, religious observance, or emergencies in the family.

It is the parents' responsibility to notify the school in accordance with school attendance procedures if the student is absent for the above stated reasons. Excessive absences without a reasonable excuse will constitute truancy. Repeated absences jeopardize the student's continued progress in school.

Elementary Schools

When a student is absent for one of the reasons mentioned above, the student will be given assignments to be made up. These assignments will receive full credit if completed within a reasonable length of time.

When an absence is due to other reasons, such as family vacation which does not coincide with the scheduled school calendar, the student will be informed of assignments but will not be required to make up work missed. The assignments missed will not count toward a grade. The grade will only reflect other assignments in the unit. Any test associated with the assignment will have to be taken within a reasonable time limit (one day for each day absent), and that test score will count toward a grade.

Absences shall be reported to the school office for purposes of conducting a daily safety check.

Teachers should report unusual patterns of absence or tardiness to the principal.

In case of unusual attendance patterns, the principal/designee will initiate a conference with the parents and/or legal guardians of the child. If a conference cannot be arranged, the principal will notify parents in writing of his/her concerns and the action to be taken.

Appropriate support personnel will be assigned to work with the student and the parents in continued efforts to correct circumstances or conditions which have contributed to the attendance problem. In certain cases, agencies such as the public health department or family services may be called upon to assist the family in cooperation with the school.

If the problem is not solved as a result of the work of the school district, support personnel or external support agencies, the principal/designee will then refer the case to juvenile authorities.

The elementary building principal will act as the attendance officer in the building to which he/she is assigned.

Students' absences will be categorized as follows:

1. Excused Absence: A student's absence from school for personal illness, medical appointments, other prearranged absences, or emergencies in the family may be considered an excused absence. Parents are to notify the school office according to established procedures regarding all such absences.
2. Exempted Absence: Students' absences when they participate or observe religious holiday(s) may be considered exempted absences. Absences for religious observances should be pre-arranged and approved by the principal/designee.
3. Unexcused Absence: Any absence not covered under the excused or exempted absence guidelines will be considered unexcused.

Middle Schools

A master absence list will be compiled daily and used to check student attendance each class period. Names of students absent from class not appearing on the master absence list shall be sent to the office.

Parents whose children are absent frequently will be contacted.

Excessive absences will result in a letter sent from the principal/designee to the parents and/or legal guardians expressing concern for poor attendance. If excessive absences continue, the school principal/designee will request a joint conference with the student and parent.

The middle school building principal/designee shall act as the attendance officer in the building to which he/she is assigned.

Students' absences will be categorized as follows:

1. Excused Absence: A student's absence from school for personal illness, medical appointments, other pre-arranged absences, or emergencies in the family may be considered an excused absence. Parents are to notify the school office according to established procedures regarding all such absences.
2. Exempted Absence:
 - a. School Approved Activity
Any school activity which has been pre-arranged and approved by the building principal/designee is considered a "Student Activity Absence" and is exempt.
 - b. Students' absences when they participate or observe religious holiday(s) may be considered exempted absences. Absences for religious observances should be pre-arranged and approved by the principal/designee.

Schoolwork will be able to be completed for credit for excused and exempt absences. Class assignments and tests will need to be completed within a reasonable amount of time (one day for each day absent).

3. Unexcused Absence: Any absence not covered under the excused or exempted absence guidelines above will be considered unexcused.

High School

Absences and tardies are recorded and dealt with on a class-by-class basis.

Absences and Tardies are defined as follows:

1. Excused Absence: An absence is excused if a parent or legal guardian calls the twenty-four (24) hour attendance number no later than 12:00 noon the school day following the absence. Any student who leaves the school building for any reason without properly signing in/out, will not receive an excused absence.

2. Exempted Absence: In order for an absence to be exempted by an administrator, it must meet one of the following criteria:

a. School Approved Activity: Any school activity which has been pre-arranged and approved by the building principal/designee is considered a "Student Activity Absence" and is exempt.

b. Medical Exemptions: A student who has a chronic illness may qualify for an exemption if he/she submits a chronic illness statement signed by a physician.

- A student who is absent for five (5) or more days due to a serious medical condition may qualify for an exemption if he/she submits a statement signed by a physician, which indicates that the absences are related to the same episode.

- When exemptions are granted for medical reasons, the principal/designee may establish conditions for completion of the class(es). School work may be completed for credit for excused and exempt absences. Class assignments and tests will need to be completed within a reasonable time (one (1) day for each day absent). In the event of an absence exceeding three consecutive days, the student and teacher should work together for the completion of school work and test/quizzes. The principal/designee will ensure that the process is fair and reasonable based upon the student's circumstances.

c. Suspensions: An absence that occurs because a student is suspended will be noted as such. Students suspended for up to ten (10) days may complete assignments for credit. Administration should inform the student of his/her responsibility to approach teachers regarding making up assignments. School personnel will not provide assignments for the student suspended for eleven (11) days or more (long-term suspension). There may be some exceptions dealing with special education students.

d. Religious Observance: Students' absences when they participate or observe religious holiday(s) may be considered exempted absences. Absences for religious observances should be pre-arranged and approved by the principal/designee.

3. Unexcused Absence: Any absence not covered under the excused or exempted guidelines will be considered unexcused. If a student leaves the building for any reason without properly signing in/out, it is considered an unexcused absence. A student who arrives ten or more minutes after the start of the class without an excused pass will receive an unexcused absence for that class. School work cannot be completed for credit for unexcused absences.

Tardies: A student will be considered tardy if he/she is not physically present in the room at the end of the tone signaling the beginning of class. A student who arrives ten or more minutes after the start of class without an excused pass will receive an unexcused absence for that class. Under the law, chronic tardiness is considered truancy. For this reason, and the fact that tardiness disrupts the class, tardiness will be considered a Code of Conduct violation.

Consequences for excessive excused and unexcused absences

(School District) has established guidelines to address the consequences for excessive excused and unexcused absences. These guidelines will take effect when a student accumulates 10 absences in one or more class. Administrative action may include but is not limited to the following:

- Parent contact by mail or phone
- Parent/administrator conference
- Loss of parking permit
- Loss of off-campus lunch for seniors
- Grade reduction at end of the semester
- Youth assistance referral
- (County) County Truancy Program referral

There are also guidelines for the Alternative Center for Education (ACE).

Appeal of grade reduction and privilege loss

The grade reduction portion of the guidelines for excessive excused and unexcused absences may be appealed at the end of the semester to the building principal/designee. The appeal needs to be submitted by the parent within 10 days of the report card being distributed. A parent may appeal a loss of student's privilege to the principal/designee at the time of the privilege loss.

Adult Education

Attendance Requirement

Attendance of 80% of scheduled class time is mandatory for credit. No grade or credit will be issued for students who have missed in excess of 80% of class time except for student/teacher/counselor arranged home study program for serious illness or accident which occurred during the enrolled marking period and approved by the supervisor.

Students who call in an absence with a justifiable reason will be allowed to make up missed assignments but are liable for missed time as above.

Adult Education makes no provisions for appeal or make-up time.

Tardies, Early Departures or Late Registrations

Instances of late registration, tardies or early departures from class are included in accumulated absences. Four tardies or early departures of 15 minutes or more equal one complete class absence.

Summer Learning Program

Students enrolled in Summer Learning Program courses for high school credit are expected to be in attendance for each day the summer learning program is in session. No grade or credit will be issued to students who have been absent more than once in a three-week course where high school credit is earned.

Student tardiness may affect a student's ability to earn credit in the Summer Learning Program. Every three (3) tardies equal one absence in a three-week high school course.

The Summer Learning Program makes no provisions for appeal or make-up time.

GUIDELINES FOR EXCESSIVE EXCUSED AND UNEXCUSED ABSENCES (HIGH SCHOOL LEVEL)

(School District) has established guidelines to address the consequence for excessive excused and unexcused absences. These guidelines will take effect when a student accumulates 10 absences in one or more class.* Administrative action may include but is not limited to the following:

- Parent contact by mail or phone
- Parent/administrator conference

- Loss of parking permit
- Loss of off-campus lunch for seniors
- Grade reduction at end of the semester
- Youth Assistance referral
- (County) County Truancy Program referral

When a student accumulates **10 absences** in one or more classes, parents will receive a letter and copy of the Guidelines for Excessive Excused and Unexcused Absences. Seniors would also be informed about possible loss of off-campus lunch privilege.

When a student accumulates **13 absences** in one or more classes, the end of semester grade(s) will be reduced as indicated in Column 1 in the chart below.** In addition, seniors will immediately lose their off-campus lunch privilege for the remainder of the semester.

When a student accumulates **16 absences** in one or more classes, an administrator/parent/student meeting will be held to address the issue of continued absences. The end of semester grade(s) will be reduced as indicated in Column 2 in the chart below. The student will be informed about the possible loss of their parking permit if applicable.

When a student accumulates **19 absences** in one or more classes, the end of semester grade(s) will be reduced as indicated in Column 3 in the chart below. Student will also lose their parking permit for the remainder of the semester. A Youth Assistance referral may be submitted as well as an (County) County Truancy Program referral. An administrator/parent/student meeting will be held to review the issue and explain the two referral processes.

Column 1		Column 2		Column 3	
13 to 15 Absences		16 to 18 Absences		19 Absences	
Semester Grade	Adjusted Grade	Semester Grade	Adjusted Grade	Semester Grade	Adjusted Grade
A	A-	A	B+	A	B
A-	B+	A-	B	A-	B-
B+	B	B+	B-	B+	C+
B	B-	B	C+	B	C
B-	C+	B-	C	B-	C-
C+	C	C+	C-	C+	D+
C	C-	C	D+	C	D
C-	D+	C-	D	C-	D-
D+	D	D+	D-	D+	D-
D	D-	D	D-	D	D-
D-	D-	D-	D-	D-	D-

If the student has a history of truancy problems, initial intervention may begin sooner.

** Grades cannot be reduced below D- for excessive absences

**GUIDELINES FOR EXCESSIVE EXCUSED AND UNEXCUSED ABSENCES
(ALTERNATIVE CENTER FOR EDUCATION – ACE)**

(School District) has established guidelines to address the consequences for excessive excused and unexcused absences. At ACE, the 1st and 2nd class periods are approximately twice as long as class periods 3, 4 and 5. Because of this difference the number of absences that are allowed before administrative action occurs is different. Those differences are noted below. In addition to mandatory grade reduction, administrative action may include but is not limited to the following:

- Parent contact (mail or phone)
- Mentor/student conference
- Parent/administrator conference
- Loss of driving to lunch
- Loss of off-campus lunch privilege
- Loss of all driving privileges
- Isolated lunches
- (County) County Truancy Program referral
- Youth Assistance referral
- Counselor referral
- Probation office/court notification

The following action will be implemented when a student accumulates:

Hours 1 & 2 – 4 Absences in one or more classes

Hours 3, 4 and 5 – 6 Absences in one or more classes

Parents will receive a letter/copy of the guidelines and a follow-up phone call from the mentor to check for understanding. Mentor will meet with the student to inform about possible loss of off-campus lunch privileges, driving privileges, isolated lunches, referrals and notifications.

Hours 1 & 2 – 6 Absences in one or more classes

Hours 3, 4 and 5 – 8 Absences in one or more classes

The end of quarter grade(s) will be reduced as indicated in Column 1 below. Mentor may meet with the student or may choose to refer the student to the counselor. Mentor will call home to parent. Student drivers will not be allowed to drive to lunch for the remainder of the quarter. In addition, some isolated lunches will be imposed. Student will be made aware, once again, of possible loss of all driving privileges and lunch privileges. Additional referrals may be made and probation officers/court will be notified, if applicable.

Hours 1 & 2 – 8 Absences in one or more classes

Hours 3, 4 and 5 – 10 Absences in one or more classes

The end of quarter grade(s) will be reduced as indicated in Column 2 below. Parents will receive a letter and may receive a call from Mentor. Mentor will refer to counselor. Additional referrals will be made. An administrator/parent/student meeting may be held to address issue of continued absences. Student will lose his/her off-campus lunch privilege for the remainder of the quarter. In addition, some isolated lunches will be imposed. Probation officers/court will be notified again, if applicable.

10 Absences – Hours 1 & 2 in one or more classes

13 Absences – Hours 3, 4 and 5 in one or more classes

The end of quarter grade(s) will be reduced as indicated in Column 3 below. An administrator/parent/student meeting will be held to address the attendance guidelines to be taken into effect. Student will also lose driving privilege (if applicable), off-campus lunch privilege, and have isolated lunches for the remainder of the quarter. Probation officers/court will be notified again, if applicable.

Column 1		Column 2		Column 3	
Six/Eight Absences		Eight/Ten Absences		Ten/thirteen Absences	
Quarter Grade	Adjusted Grade	Quarter Grade	Adjusted Grade	Quarter Grade	Adjusted Grade
A	A-	A	B+	A	B
A-	B+	A-	B	A-	B-
B+	B	B+	B-	B+	C+
B	B-	B	C+	B	C
B-	C+	B-	C	B-	C-
C+	C	C+	C-	C+	D+
C	C-	C	D+	C	D
C-	D+	C-	D	C-	D-
D+	D	D+	D-	D+	D-
D	D-	D	D-	D	D-
D-	D-	D-	D-	D-	D-

If student has a history of truancy problems, initial intervention may begin sooner. Grades cannot be reduced below D- for excessive absences. However, students may still receive a grade E based on lack of academic progress.

ABSENCE FOR RELIGIOUS INSTRUCTION

Students may be released from school for purposes of religious instruction or education in accordance with the provision of the School Code of 1976, as amended, and the Administrative Regulations promulgated by the Michigan Department of Education.

The time for release for such religious instruction or education shall be arranged by the Superintendent/Designee. He/She will also assure the continuation of the student's instructional program during such release times.

Absence for religious instruction outside the school building will be excused upon the signed request of a student's parent. In order to be released for such instruction for no more than two class periods per week, a student must be registered for a course and a copy of such registration must be filed with the principal. Reports of attendance shall also be filed with the principal weekly.

The principal will assure the continuance of the regular in-school instructional program during those times students are released for religious instruction.

LATE ARRIVAL AND EARLY DISMISSAL

In order to obtain maximum benefit from the educational program of the District, it is necessary that a student be in attendance throughout the school day. The Board of Education recognizes, however, that from time to time compelling circumstances will require that a student be late to school or dismissed before the end of the school day.

Students will be released early only by notification to the school by the parent/guardian. Parents/guardians shall notify the school of such student absences as early as possible. Secondary students who are dismissed early must leave the school grounds.

An elementary student shall not be permitted to leave the school before the close of the school day unless met in the school office by a parent or a person authorized by the parent(s) to act in his/her behalf. A student who is incapacitated may not be released from school without a person to accompany him/her. No student shall be permitted to leave the school premises while she/he is under the jurisdiction of the District without the specific permission of the principal/designee.

A record shall be kept indicating the legal custodian of each student. Such custodian shall be responsible for informing the principal of any change in the student's custodians. If one parent has been awarded custody of a student in a divorce settlement, the parent in custody must inform the school of any change in limitations in the rights of the non-custodial parent. A Court Order outlining changes in custodial status must be presented to the school administration/designee. Absence of such notice, the school will presume that the student may be released into the care of the parent(s) or guardian(s) designated in its records.

The Board directs the Superintendent/Designee to develop guidelines and procedures to implement this policy.

STUDENT, STAFF AND PUBLIC SAFETY AND WELFARE

The Board of Education recognizes the importance of providing a safe and secure environment for (School District) students, staff and visitors. The Superintendent and district personnel are responsible for the safety and welfare of students, staff and the public during school activities. The Board charges the Superintendent/Designee to establish regulations and guidelines that create a safe and secure environment for all individuals who are involved in school activities.

STAFF RESPONSIBILITY FOR STUDENT SAFETY AND WELFARE

Professional staff members are responsible for the safety and welfare of students in general whether they are on school property, in a school building, or on a school sponsored event not on school grounds. Specifically, however, teachers have a special responsibility for those students who are assigned to them for any particular period of time. The following guidelines are provided in accordance with the Michigan School Code to minimize the occurrence of situations where students' health, safety and welfare may be jeopardized and in which staff members may incur liability for their acts to students.

Principals shall ensure there are proper plans, practices and drills to prevent accidents and to respond to such emergencies as fire, tornadoes or other such disasters. Further, principals/professional staff will ensure the presence of appropriate safety devices, first aid and other medical equipment, particularly in areas of known student risk such as industrial arts, home-making and science laboratories, as well as physical education and sports facilities.

Such safety rules as prescribed by the district and/or the building principal pursuant to these goals shall be presented to the staff at the beginning of the school year and shall be checked routinely throughout the balance of time students use the facilities.

Each teacher must maintain a high standard of supervision, control and protection of students commensurate with assigned duties and responsibilities and as outlined in curriculum guides. Students must be made aware of safety programs and practices as the first topic to be addressed in individual classes. In keeping with this tenet, students who are not assigned to a particular class should not be allowed to use related equipment or machinery which might pose a hazard to them or others.

Students should always be supervised by qualified personnel in accordance with prescribed safety procedures.

Pursuant to Michigan School Code, professional staff members must report to the immediate supervisor any sign or suspicion of child abuse.

Professional staff members are also required to report to their immediate supervisor any accident and/or safety hazard. An accident report must be completed for accidents occurring on school property.

SERIOUS ILLNESS OR INJURY AID

If a student or staff member is injured or becomes seriously ill, the immediate concern is to give aid to that person. A staff member present must assess the nature of the emergency and the need for assistance and immediately contact the administrator or supervisor in charge. If available, the assistance of a trained first aid person in the building shall be obtained.

The building principal or responsible supervisor shall immediately:

1. Initiate contact with the parent or legal guardian of any seriously ill or injured student.
2. Obtain the assistance of a building first aid person(s) in determining the seriousness of the injury.
3. If it is determined that further medical assistance of an immediate nature is required, the nearest paramedic unit or the local fire department should be contacted. The nature of the illness/injury should be made known and a support unit requested. A building administrator or staff person shall meet the support unit at an agreed upon entrance or ingress to the location of the injured person.
4. If a determination is made that the injured/ill person is to be transported to a hospital and it is a student, one of the following procedures may be used:
 - a. The parent will come to the school and transport the student.

b. Upon the approval of a parent, the student may be transported to the hospital by authorized school personnel.

c. In an emergency situation, where the parents/guardian cannot be reached, the building principal or supervisor in charge may obtain the use of the paramedic unit on the scene. The district or its agents will not assume responsibility for costs related to transportation or costs of the illness/injury.

5. Report to the immediate supervisor any injury/illness to a student, staff member or other persons that requires hospital treatment that occurs on school district property or during an off-site approved activity, including field trips. In case of an athletic injury, the building athletic director must report the matter to the building principal.

6. Completed accident reports should be sent to the Assistant Superintendent for Business Affairs within 48 hours.

HEALTH EXAMINATIONS

In compliance with law, the Board of Education shall require that students of this District submit to health examinations to protect the school community from the spread of communicable disease; to insure that the student's participation in health, safety, and physical education courses meets his/her individual needs; and to insure that the learning potential of each child is not lessened by a remediable physical disability.

Each student attending school in this District for the first time shall provide the District with the health and immunization information required by the State and County Health Departments.

Students shall be periodically screened for hearing and vision defects. Students shall also be examined by the (County) County Health Department for scoliosis. Should a problem be detected from such screenings, parents will be contacted by the (County) County Health Department.

Any student who participates in organized athletics shall meet the physical examination requirements of the Michigan High School Athletic Association. The parent/guardian must give written permission for the student to participate in any organized athletics.

IMMUNIZATION

The Board of Education requires that all students enrolled in the schools of this District be properly immunized pursuant to the provisions of the School Code of 1976, as amended, the Michigan Public Health Code and the (County) County Immunization Status Regulations.

Students who do not meet the immunization requirements on the date jointly agreed to by the Board of Education and the County Health Department shall be suspended by the Superintendent/Designee. Transfer students from another Michigan school district shall be permitted six weeks of attendance without proof of immunization.

Exemptions to the immunization requirements shall be granted only for medical, religious, or other reasons specified in the Michigan Public Health Code.

USE OF MEDICATIONS

The Board of Education shall not be responsible for the diagnosis or treatment of student illness. The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, or the student would not be able to attend school if the medicine were not made available during school hours.

For purposes of this policy, "medication" shall include all medicines prescribed by a physician.

Before any medication may be administered to any student during school hours, the Board shall require the written request with written instructions from the parent/guardian. This document shall be kept on file in the school office.

Only medication in its original prescription bottle, labeled with the date of prescription, student's name, and exact dosage will be dispensed in the school office. Parents may also administer medication to their child in the school office. No injections will be administered except epinephrine by auto injector for insect stings/allergic reactions with appropriate forms signed. The student may inject himself/herself with insulin upon written request of the parent and written instructions from the physician. Other medications that are administered by injection will be addressed through an Individualized Education Program (IEP) or other plan as determined.

Students with asthma or students with severe allergic reactions may carry their own medication and self-administer it upon written request of the parent and written instructions from the physician.

Students who may require emergency application of medication may have such medication, as described above, stored in a locked cabinet in the school office.

ADMINISTERING MEDICATION TO STUDENTS

Recognizing the administration of prescribed, timely medication to a student during school hours by the parent, guardian or appropriate medical authorities is not always possible, the administration will be permitted to do so if failure to so act would jeopardize the health of the student, or the student would not otherwise be able to attend school.

The building principal/designee may administer prescribed medication (medication which may be taken orally, inhaled or applied externally) in the presence of another adult, if the district has received written parental permission, written orders from a physician, including recommended dosage, frequency and method of administration, and the anticipated reactions of the child to the prescribed medication. The building principal/designee may administer Epinephrine by Epi-Pen for severe allergic reactions. Medication must be brought to school by the parent/guardian in a container appropriately labeled by the pharmacy or physician with the student's name, route or administration, dosage and frequency of administration. No dosage or time of administration changes should be instituted except by written instruction from the physician.

The parent must inform the school immediately if the medication is no longer required.

The building principal/designee may designate a specific time for administration of medication. The student is responsible for reporting to the office or place designated by the school at the time designated for administration of medication. If an exception to the school designated administration time is needed, the physician is requested to send a written explanation along with medication administration instructions to the school. In addition, students with asthma or severe allergic reactions may carry their own medication and self-administer upon written request of the parent and written instruction from the physician.

If a student will not accept the medication, the parent/guardian should be notified immediately. If they are not available, the assistance of a qualified person, such as the child's physician or (County) County Health Division, should be sought.

Diabetic injections will be administered per physician directions and per IEP or other plan as determined. Supervised activities related to monitoring of diabetes will be followed per school-based care plan for students with diabetes.

Schools will designate a specific, locked and limited access storage space within the school for all student medication.

In-service training for all staff who administers medications shall be provided by the school district. Documentation of individual completion of this training shall be maintained and be available upon request by parents/guardians, physicians, or school officials.

A written log will be maintained by school personnel identifying the student to whom medication is given, the date and the time medication is given, and signed by the two adults who administered the medication. The individual

Student log shall be maintained until one year after the student's graduation from high school.

Errors made in administering medication should be reported immediately to the building principal/designee. The building principal/designee should report the medication error to the parent/guardian and suggest consultation with the physician, pharmacist or public health nurse. A written report of the error should be made and filed with the building principal/designee.

ADMINISTRATION OF MEDICATION – INSTRUCTIONS FOR PARENTS

Ideally, all medication shall be given at home. School district personnel are not trained health professionals. Parents/guardians have the primary responsibility for administering their child's medications; however, the school may cooperate with parents/guardians in administering, or attempting to administer, prescription and non-prescription medication that is authorized by parents/guardians.

Section 1178 of the Revised School Code of 1976 clearly defines the conditions under which school personnel may administer medication to students:

- A. Written permission from the parent/guardian and instructions from the prescribing physician are on file at the school (see Permission Form for Prescribed Medication).
- B. The medication is administered in the presence of two adults designated by the school principal.

It is the policy of the (School District) to cooperate with parents/guardians and physicians in the administering of medication when required over extended periods of time. The following conditions must be met:

- A. The provisions listed above are completed.
- B. No medication shall be prescribed by (School District) personnel or public health nurses.
- C. Parents/guardians are encouraged to administer their own child's medication in the school office. Please note that antibiotics can successfully be delivered with a dose before school, a dose after school and a dose at bedtime, eliminating the necessity of in-school administration.
- D. The medication shall be kept in a secured location.
- E. The medication shall be provided and kept in its original container labeled by a pharmacist including the child's name, route of administration, dosage, and frequency of administration. Any changes in the dosage or frequency of administration of the medication must be provided to school personnel in writing from a physician.
- F. Medication shall be brought to the school by the parent/guardian and supplied in quantities needed for one to two weeks at a time.
- G. Medication shall be administered by school personnel when scheduled by the physician as necessary during the school day.

H. Supplies needed for administration of the medication (i.e., cup, spoon, plastic bag for storage, etc.) must be provided by the parent/guardian.

I. The student is responsible for reporting to the office, or place designated by the school, at the time designated by the school, for administration of medication. If a school has a designated administration time, parents/guardians must take that time into consideration when determining the time to start medication at home.

J. Medication left over at the end of the course of treatment or the end of the school year must be removed by the parent/guardian, or school personnel will properly dispose of the medication.

K. It is the responsibility of the parent/guardian to check with school personnel to determine if a prescription needs refilling. Parents/guardians should periodically check expiration dates, especially on epi-pens or inhalers.

L. The Permission for Prescribed Medication Form must be renewed annually or whenever there is a change in medication.

Non-prescription (over-the-counter) medication to be taken on a short-term basis (10 school days or less) will be administered by school personnel to students only if the Authorization for Student to Take Over-the-Counter Medication in School with Parent/Guardian Permission is on file. The parent/guardian shall complete the form and file it with the school principal indicating that:

A. The child is taking non-prescription medication with parent/guardian approval.

B. The nature and purpose of the medication.

C. The dosage and estimated length of time the medication will be needed (not to exceed 10 school days).

Any non-prescription medication must be provided in its original container. Medication will not be accepted in any other type of container and is to be brought to the school by the parent/guardian only.

School personnel may administer epinephrine in the form of an epi-pen only in an emergency situation for a severe allergic reaction.

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)
PERMISSION FORM FOR PRESCRIBED MEDICATION

Date form received by school: _____

Grade: _____

Student: _____

Birthdate: _____

Note: This entire form must be completed and signed by both the parent/guardian and the physician prior to administration of medication.

To be completed by the physician or authorized prescriber

Name of medication: _____

Reason for medication: _____

Form of medication/treatment:

Tablet/capsule Liquid Epi-pen Nebulizer Inhaler Other

Instructions (schedule and doses to be given at school): _____

Starting date: _____ Other dates: _____

Ending date: _____ Other date/duration: _____

For episodic/emergency events only (please specify): _____

Restrictions and/or important side effects: None anticipated Yes, please describe:

Special storage requirements: None Refrigerate Other:

Please indicate if you have provided additional information:

On the back of this form As an attachment

Date: _____ Physician's Signature: _____

Physician's Name: _____

Address: _____

City/State: _____

To be completed by parent/guardian

I request that (student's name) _____ receive the above medication at school according to school policy.

Date: _____ Parent/Guardian Signature: _____

NOTE: All medication must be brought to the school by the parent/guardian. Medication shall be provided in its original container labeled by a pharmacist including the child's name, route of administration, and dosage and frequency of administration. It is the responsibility of the parent/guardian to check with school staff to determine if a prescription needs refilling. Parents should periodically check expiration dates, especially on epi-pens, or inhalers.

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)

AUTHORIZATION FOR STUDENT TO TAKE OVER-THE-COUNTER MEDICATION IN SCHOOL WITH PARENT/GUARDIAN PERMISSION

Note: this form is to be used ONLY for over-the-counter medication to be taken on a short-term basis (10 school days or less).

Student's Name: _____

My child, named above, has my permission to take the medication listed below for the following purpose:

Medication: _____

Dosage: _____ From _____ (Date) to _____ (Date)

Signature of Parent/Guardian

Date

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)

SEVERE ALLERGY PARENT QUESTIONNAIRE

Student: _____ Grade: _____

Dear parent:

You indicated on your child's emergency card or physical examination form that he/she has severe allergic reactions. We need your answers to the following questions in order to provide effective first aid if your child should be stung or come in contact with the identified allergen (allergic substance).

Please return this questionnaire promptly so that school personnel will be able to provide specific first aid measures for your child.

1. What has caused your child to have a severe allergic reaction? _____

2. Has your child ever had a severe reaction to an insect sting? Circle type (honeybee, bumblebee, black hornet, yellow hornet, yellow jacket). Yes No

3. What symptoms did your child experience: (Check all that apply)

At site of sting (if applicable) Redness Swelling Itchiness

General Body Reaction:

Itching over body Hives Flushing over Difficult Breathing

Weakness Nausea/abdominal cramps Other: _____

4. How soon after the exposure did symptoms occur? _____

5. If there has been more than one reaction, was the last reaction worse than the previous one?

Yes No

6. Does your child recognize the need to report for First Aid if stung or exposed to the substance that has previously caused a severe allergic reaction? Yes No

7. Has the allergy been diagnosed by a doctor? Yes No

8. What treatment was recommended: (Check all that apply)

Basic First Aid – ice, rest, observation

Oral Medication (Name: _____)

Injectable Medication (Type: _____)

If medication is prescribed additional forms must be completed by your physician.

9. Does the allergy limit the child's participation in any of the following school activities:

Recess Gym Outdoor Sports Field Trips Other (Specify) _____

Parent/Guardian Signature

Date

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)

LETTER TO PHYSICIAN
REGARDING SEVERE ALLERGY CARE OF STUDENT

Date:

Dear Dr.:

RE:

The school record indicates that this child has been identified as having had severe allergic reactions. The following procedures will be instituted along with your orders, if the student is exposed to the allergen.

1. Stinger will be removed if possible and if applicable.
2. Ice Pack will be applied at site of sting, if applicable.
3. Student will be kept quiet and observed.
4. If systemic symptoms develop student will be sent to the emergency room.
5. Parent/alternate will be notified.

Because school personnel will be responsible for the emergency treatment, if you order epinephrine, an auto-injector is required.

Please indicate on the attached medication authorization form the following:

1. Name of medications, dosage, and frequency you prescribe.
2. Indication for medication such as immediately after exposure to allergen or only when certain symptoms develop. Please indicate symptoms.
3. Please indicate what substances have caused this student to have severe allergic reactions.

Please return the completed form to the school office as soon as possible.

Sincerely,

Building Principal

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)

EMERGENCY CARE PLAN FOR SEVERE ALLERGY

Student Name: _____ Teacher: _____

Address: _____ Grade/Room: _____

Parent Telephone # - Home _____ Work _____

Alternate Telephone # - Home _____ Work _____

This student has demonstrated a potential for a severe allergic reaction and requires emergency medication. This emergency plan is based on physician's recommendations.

PLEASE FOLLOW THESE STEPS IN ORDER (Check off each step as completed.)

Date: _____ Exposure to allergen (allergic substance) or sting occurred at:
_____ a.m. or _____ p.m.

1. Keep student as quiet as possible. Do not leave alone.
2. Give oral medicine _____ How much? _____ Time given? _____
Name
3. Give injection _____ How much? _____ Time given? _____
Name
4. In case of insect sting, if stinger or venom sac is left in skin remove it by gently scraping with a fingernail or straight edge. If unable to remove readily – leave it – DO NOT PUSH-PINCH-SQUEEZE.
5. Apply ice pack to area.
6. Notify parent/alternate.
7. Observe student until parent/alternate arrives.
8. Watch closely for – weakness, dizziness, nausea, vomiting, breathing trouble, cramps, loss of consciousness. For these symptoms – CALL EMS, 911.
9. Give a copy of this page to parent or EMS.

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)
MEDICATION AUTHORIZATION
STUDENT WITH ORAL AND INJECTABLE OR INJECTABLE ONLY

1. Keep student as quiet as possible. Do not leave alone.
2. Call for EMS help (or have someone else call) 911.
3. Give oral medication _____ How much? _____
Name _____
When should it be given? _____
4. Give injection _____ When should it be given? _____
5. In case of insect sting, if stinger or venom sac is left in skin remove it by gently scraping with a fingernail or straight edge. If unable to remove readily – leave it – DO NOT PUSH-PINCH-SQUEEZE.
6. Apply ice pack to area.
7. Notify parent/alternate.
8. Observe student until parent/alternate arrives.
9. Send a copy of this form and the used injector kit with the student to the hospital.

ADDITIONAL ORDERS/INFORMATION:

Physician Name:

Date Plan Established:

Signature of Physician

Date

Signature of Parent/Guardian

Date

SIGNS OF A DIABETIC EMERGENCY

LOW BLOOD SUGAR (HYPOGLYCEMIA)

Onset can be rapid. Most likely to occur at peak insulin-action times, such as before lunch.

SIGNS:

Faintness/wooziness/shakiness
Fatigue
Sweating
Dizziness/Weakness
Pale Skin/Clammy Skin
Inappropriate Actions/Confusion
Irritability/Mood Changes/Crankiness
Difficulty Following Instructions
Combativeness
Incoherent Speech
Unconsciousness

SYMPTOMS:

Muscle cramping
Hunger
Nervousness
Stomachache
Blurred Vision/Headache
Convulsions

HIGH BLOOD SUGAR (HYPERGLYCEMIA)

Onset may be gradual or rapid and can lead to severe illness or even death

Excessive Thirst and Frequent Urination
Blurred Vision
Drowsiness/Fatigue
Abdominal Pain
Nausea
Vomiting
Labored Breathing and Fruity Smelling Breath

Children and youth that display these symptoms should be responded to immediately. Each child may react differently. You should have a list of symptoms each child may exhibit on file along with how to respond. For any of the above signs and symptoms, report incident to the child's parent/guardian.

If the child is vomiting and is unable to take fluids, convulsing or becomes unconscious, or if you are uncertain of what to do, call 911 and the child's parent/guardian.

(SCHOOL DISTRICT)
(Street Address)
(City, State, Zip Code)

SCHOOL-BASED CARE PLAN FOR THE STUDENT WITH DIABETES

Name: _____ Birthdate: _____

Address: _____

Parents or Emergency Contact: _____ Home Phone: _____

Work Phone: _____ Pager/Cell: _____

SYMPTOMS SPECIFIC TO STUDENT

Low Blood Sugar High Blood Sugar

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

TO BE COMPLETED BY PHYSICIAN

The following activities will require supervision and/or assistance for _____ during the school day. Please check all that apply.

- May self-test
 - Blood glucose testing Daily at _____
 - Blood glucose testing as needed per symptoms

- Target glucose range _____
- Low blood sugar range _____
- Intervention _____
- High blood sugar rate _____
- Intervention _____
- Ketone Checks if glucose levels are over _____ mg/dl
- Administer Glucagon for following symptoms
 - Insulin administration; see attached schedule
 - Snack daily at _____
 - Snack as needed

Training for the above procedures will be provided by: _____

Parent/Guardian Signature

Physician Signature

Address: _____

Phone: _____

(School District)
Medication Administration Daily Log
 (To be completed for each medication administered)

School Year: _____
 Name of Student: _____ Date of Birth: _____ Gender: _____ Grade/Teacher: _____
 Name of School: _____ Name of Medication: _____ Dosage: _____
 Route(s): _____ Time Given in School: _____ Expiration Date: _____

Directions: Initial with time of administration; a complete signature and initials of each individual administering medication shall be included below.

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
August																															
September																															
October																															
November																															
December																															
January																															
February																															
March																															
April																															
May																															
June																															

Initial(s) of Individual Administering Medication

Signature

Initial(s) of Individual Administering Medication

Signature

Codes

- | | | | | |
|----------|-------|-----------|-------|---|
| 1. _____ | _____ | 6. _____ | _____ | (A) Absent (O) No Show |
| 2. _____ | _____ | 7. _____ | _____ | (E) Early Dismissal |
| 3. _____ | _____ | 8. _____ | _____ | (F) Field Trip |
| 4. _____ | _____ | 9. _____ | _____ | (N) No Medication Available |
| 5. _____ | _____ | 10. _____ | _____ | (X) No School (i.e. Holiday, weekend, snow day, etc.) |

Use reverse side for reporting significant information (e.g. Observation of medication's effectiveness, adverse reactions, reason for omission, and plan to present future "no shows")

COMMUNICABLE DISEASES

The principal will notify the (County) County Health Division of those instances of students having a reportable disease as defined by the Health Division.

The principal/designee shall exclude from attendance students suffering from a reportable disease until the criteria for re-admittance, as defined by the Health Division, has been satisfied.

Return of these students to school will be by one or more of the following methods as determined by the appropriate health authority:

1. Certificate of the attending physician attesting to their recovery and non-infectiousness.
2. Permit for re-admission issued by the County Health authorities.
3. After a period of time corresponding to the communicability of the disease as established by County Health authorities.

The communicable diseases for which a principal/designee shall exclude a student, as defined by the (County) County Health Division, include but are not limited to:

- | | |
|---|------------------------|
| 1. Mononucleosis | 11. Rubella |
| 2. Hepatitis A, B or C | 12. Scabies |
| 3. Impetigo | 13. Pediculosis (Lice) |
| 4. Scarlet Fever (and other strep infections) | 14. Small Pox |
| 5. Whooping Cough (Pertussis) | 15. Diphtheria |
| 6. Typhoid Fever | 16. Chicken Pox |
| 7. Infectious Conjunctivitis (Pink Eye) | 17. Meningitis |
| 8. Ringworm | 18. Pinworms |
| 9. Mumps | 19. Salmonella |
| 10. Measles | 20. Shigella |
| | 21. Undiagnosed Rash |

STUDENT ACCIDENTS

The Board of Education believes that school personnel have certain responsibilities in case of accidents which occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration, notification of parents, and the filing of accident reports.

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident.

Accident reports should be sent to the Assistant Superintendent for Business Affairs.

THREATENED OR ATTEMPTED SUICIDE

If a student threatens suicide, acts in a way which imperils his/her personal safety, communicates a suicidal intent to peers, or if the threat appears in written themes or compositions, the potential danger of such forewarning must be acted upon in the assumption the young person could, in fact, carry out the threat.

Any school staff member who becomes aware of such a situation should notify the building principal immediately. The principal will:

1. Notify the student's parent/guardian immediately.
2. Alert the student's counselor, school social worker and/or school psychologist serving the school.
3. Offer the parent/guardian appropriate in-district resources or recommend others assistance including emergency psychiatric treatment.

The student's continued attendance will be evaluated in terms of an assessment of the appropriateness of the school setting related to his/her mental health as judged by the serving psychiatrist.

PROMOTION AND RETENTION

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their development.

It shall be the policy of the Board that each student be promoted, transferred or considered for acceleration on the basis of achievement in the content standards and benchmarks. Other factors such as age, maturation, social, emotional and civic development will be considered.

The Principal shall be responsible for the promotion and classification of students within his/her building. In the event of retention, transfer or acceleration, the principal shall consult with the parents before making a decision.

Prior to retention consideration, the educational staff should make every reasonable effort to assist the student and remediate his/her difficulties and should confer frequently with his/her parents.

PROMOTION, TRANSFER AND RETENTION

Standards for Promotion/Transfer/Retention at the Elementary and Middle School Levels

Students who have made satisfactory progress will be promoted to the next grade. Students who are not making satisfactory progress toward meeting grade level standards or are receiving failing grades must be addressed. A recommendation will be made for transfer or retention. In such cases, parents must be notified no later than the third marking period.

By the end of the school year, decisions to transfer or retain a student will be shared with parents at a conference. A summary of the substance and decisions of the conference will be documented. The parent will be sent a letter outlining the reason(s) why the student is being transferred or retained. A copy will be put into the student's CA60. The building administrator's decision will determine the assignment for the next school year.

Guidelines for Considering Transfer or Retention

1. Transfer indicates that a child has not mastered the current grade level material, but will be placed at the next grade.
2. Retention indicates that a child has not mastered the current grade level material and will be assigned at the same grade level for the next school year.
3. A meeting or consultation to review the concerns about the child should include appropriate staff.
4. The teacher, principal, and other appropriate staff will review the student's progress and reach a decision regarding the placement of the student for the next year.
5. Specific areas of concern will be identified.

6. Strategies for improvement will be suggested and implemented.
7. Transfer and retention are a collaborative process of the professional team at each school. The building administrator will determine the assignment for the next school year.
8. Support documentation of what was done to support the student's growth and learning should be available.
9. Written parent notification of the transfer or retention is required.

Designation in the Student CA60

Promoted: student has satisfactorily met the standards of the grade level

*Transferred: student has not met the standards of the grade level, but is assigned to the next grade

*Retained: student is being assigned an additional year at the same grade level

*Parental involvement is necessary in order for the student to be transferred or retained.

Standards for Promotion/Retention at the High School Level

Students who have made satisfactory progress will be promoted to the next grade. Students who are not making satisfactory progress toward meeting graduation requirements must be addressed.

Beginning with students who began high school as the class of (Year), in order to be promoted to the next higher grade, a student must earn the following minimum number of credits by August 15:

- Grade 10 5 credits
- Grade 11 10 credits
- Grade 12 15 credits

A student may be reclassified to the next grade level if they earn the following minimum credits by March 1:

- Grade 10 8 credits
- Grade 11 13 credits
- Grade 12 18 credits

The year the student enters high school will determine the specific requirements for graduation that the student must complete.

Guidelines

1. Credit status will be evaluated on August 15 and March 1 and a letter will be sent to students and parents of students who have not met the minimum grade level requirements.
2. Any credits earned outside of (School District) or the (School District's) Summer Learning Program must be reported to the High School Registrar by August 15 or March 1.
3. Strategies for making up unearned credits should be discussed with the student's counselor. Examples may include a Summer Learning Program, a Distance Learning Program, or an Adult Education Program.

REPORTING STUDENT PROGRESS

The Board of Education believes that cooperation between school and home is a vital ingredient in the growth and education of each child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress. The Principal of each school shall provide periodic reports to parents of the progress of each student under his/her jurisdiction. These reports shall be submitted at predetermined dates as approved by the Superintendent.

In addition to written periodic reports, parent-teacher conferences are to be an integral part of the reporting system in all grades. Such conferences shall be scheduled by the Superintendent/Designee.

The Board places upon the Superintendent/Designee the responsibility for a continual review of the reporting system to achieve a better understanding of how the aspects of learning are to be evaluated and how it is to be done most meaningfully.

District-wide procedures have been established to provide regular communication with parents regarding individual student progress, including a variety of assessments, subject and skill mastery, work-study habits, personal growth and development and other information deemed useful. The basic intent of reporting is to facilitate the school and home partnership to encourage the student's learning. Information accumulated from year to year through this process is helpful in making decisions regarding such matters as appropriate level of instruction, selection of programs of study in the middle and high school, and post-graduation careers or study options.

Because children grow in maturity as they progress through school, there are resulting differences in the reporting practices at various points in the elementary, middle and high school levels. However, despite these differences, there are several elements of responsibility in reporting student progress that all teachers hold in common. Methods for reporting progress shall be appropriate to and uniform at the various levels, elementary, middle and high school or exceptional student programs. Students and parents will be informed as to performance expectations and any other academic requirement that will constitute the basis of the student's grade. Parents will be informed at regular intervals as to the progress of their children.

Teachers will be objective and consistent as possible in assigning marking codes (grades). With administrative support, staff will also seek consistency in marking throughout departments, the school and the district. Evaluation of attitude, conduct and effort will be reflected in marks for behavior or citizenship rather than in achievement marks.

For grade levels that issue interim grade reports, if anytime after interim reports are sent a student's work falls below an unsatisfactory or failure level, the teacher must notify the parent/guardian by phone or interim report. A student may not receive an unsatisfactory or failing grade on a report card if his/her parents have not been notified in advance.

The teacher shall be the authority in assigning each student a grade. The grades awarded, must be in accordance with established performance standards for the particular course or level and all applicable policies and procedures.

An appeal process will be in place to permit students and/or parents to question the accuracy of any report card grade. Contested grades may be appealed to the principal.

STUDENT RECORDS

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

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

CLASS RANK

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class rankings for high school students, to inform students of their relative academic placement among their peers. The Board directs the Superintendent/Designee to develop a uniform method for determining class rank.

Beginning with grade nine (9) the high schools will maintain a system of computing grade point averages and resulting class rankings. The initial purpose shall be to inform students of their relative academic rank among their peers so they might be assisted in decisions regarding program selection during high school. As these students progress in their education, such information may be useful in applications to prospective employers as well as institutions of higher learning.

Class rank shall be determined by grade point average at the end of the seventh semester in the high school. Students whose computed grade point averages are identical shall be given the same ranking. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.

A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on student records and on all transcripts.

ACADEMIC RECOGNITION

The Board of Education values excellence and wishes to instill in students the desire to do their best in all things. It shall be the policy of the Board, therefore, to recognize outstanding academic accomplishment.

Outstanding student achievement is to be recognized during the school year whenever possible, and particularly at the end of the school year, through such means as honors, awards, announcement of scholarships and grant awards, and the naming of valedictorian(s) and salutatorian(s) of the graduating class.

The Board authorizes the recognition of the following achievement for the graduating class at the end of each year:

The high school graduate(s) with the highest grade point average in the class shall be designated Valedictorian.

The high school graduate(s) with the second highest grade point average in the class shall be designated Salutatorian.

High schools will also honor the top scholars in each building.

Awards for student achievement may be presented in accordance with District regulations.

In addition, the various middle and secondary school departments are encouraged to organized events designed to honor outstanding performances in all areas of student endeavor, academic and non-academic. An honor roll for each grade in the middle and high school may at the option of the principal, be prepared and submitted to the local media.

The thrust of such events will be not only to recognize excellence in achievement, but also do so in a way to encourage other students to emulate their peers' behavior.

GRADUATION REQUIREMENTS

It shall be the policy of the Board of Education to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District standards and benchmarks as well as personal proficiency by the award of a diploma at fitting graduation ceremonies.

The Board shall award a high school diploma to every student who successfully meets the approved requirements for graduation.

The Board shall award a (School District) diploma to every student who successfully meets the Adult Education High School Completion Graduation Requirements as defined in Board policy.

Commencement exercises will include only those students who have successfully completed requirement for graduation as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the graduation ceremony when personal conduct so warrants.

Graduation Requirements for Graduating Class of 2008, 2009, 2010

The Board of Education believes each student who expects to graduate and receive a diploma attesting to that accomplishment, should be the product of an educational system reflecting support of certain basic educational experiences and skill development.

Further, the Board acknowledges the need to allow students to experience a variety of educational programs through which they may grow in areas of high interest and skill. To this end, secondary students are required to enroll in certain subjects each of their four (4) years of high school. As they progress through the curriculum more freedom of choice in elective subjects enhances the opportunities of young people to maximize their talents.

For the classes of 2008, 2009 and 2010, a minimum of 22 credits must be earned and all students must participate in the Michigan Merit Exam (MME) during their junior year. The 22 credits include the 14 required credits listed below and 8 elective credits to be taken in grades 9-12.

<u>English and Language Arts</u>		3.0 credits
Including: Language Arts 9	1 credit	
Language Arts 10	1 credit	
English Electives	1 credit	
 <u>Social Studies</u>		 2.5 credits
Global Studies	.5 credit	
Including one of the following: Global Environmental Issues, Global Human Issues, Early World History, Modern World History		
US History (Grade 10)	1 credit	

American Government (Grade 11)	.5 credit	
Economics (recommended for Grade 11)	.5 credit	
<u>Science</u>		2.0 credits
Integrated Physical Science (Grade 9)	1 credit	
Integrated Biological Science (Grade 10)	1 credit	
<u>Mathematics</u>		3.0 credits
Each student must minimally complete coursework through Geometry		
<u>Life Competencies</u>		2.5 credits
.5 credit in each of the following life competency areas: Business Applications, Global Perspectives, Life Management, Fine and Performing Arts, and Technology		
<u>Physical Education</u>		1 credit
Individual Wellness (Grades 9-12)	.5 credit	
Group Wellness (Grades 9-12)	.5 credit	
	Required Credits	14.0
	Electives	8.0
	TOTAL Credits Required	22.0

Graduation Requirements Beginning with the Class of 2011 Through the Class of 2015

The Board of Education believes each student who expects to graduate and receive a diploma attesting to that accomplishment, should be the product of an educational system reflecting support of certain basic educational experiences and skill development.

Further, the Board acknowledges the need to allow students to experience a variety of educational programs through which they may grow in areas of high interest and skill. To this end, secondary students are required to enroll in certain subjects each of their four (4) years of high school. As they progress through the curriculum more freedom of choice in elective subjects enhances the opportunities of young people to maximize their talents.

Beginning with the graduating class of 2011, a minimum of 22 credits must be earned in grades 9-12 and all students must participate in the Michigan Merit Exam (MME) during their junior year. The required credits identified below are aligned with the Michigan Merit Curriculum (MMC). The MMC also provides for personal modifications as noted below.

<u>English and Language Arts</u>		4.0 credits
Including: Language Arts 9	1 credit	
Language Arts 10	1 credit	
Language Arts in Grade 11*	1 credit	
Language Arts in Grade 12*	1 credit	

*Courses must fulfill the MMC course content expectations 9CCE's)

*(Personal Curriculum Modifications** - none permitted)*

<u>Social Studies</u>		3.0 credits
World History (Grade 9)	1 credit	
US History (Grade 10)	1 credit	
American Government (Grade 11)	.5 credit	
Economics (Grade 11)	.5 credit	

*(Personal Curriculum Modifications** - none permitted for American Government. Credits may be reduced from 3.0 to a minimum of 2.0 if additional equivalent credit is earned in English Language Arts, Mathematics, or Science)*

Mathematics 4.0 credits

Each student must minimally complete coursework through Functions, Statistics, and Trigonometry.

A math or math-related credit must be taken in the final year of high school.

High School equivalent math courses taken in Middle School may be applied to the 4.0 credits required in mathematics, however, a minimum of 22 total credits must still be earned in grades 9-

12.

*(Personal Curriculum Modifications** - credits may only be reduced after a student has completed a full year of Advanced Algebra)*

Science 3.0 credits

Physical Science (Grade 9)	1.0 credit
Biology (Grade 10)	1.0 credit
Chemistry or Physics (Grade 11 or 12)	1.0 credit

*(Personal Curriculum Modifications** - not permitted)*

Visual, Performing, Applied Arts 1.0 credits

Courses must fulfill the MMC Visual, Performing, and Applied Arts Credit Guidelines.

*(Personal Curriculum Modifications** - only if students take additional credit(s) beyond the required credits in English Language Arts, Math, or Science)*

Health and Physical Education 1.0 credit

Students must take either Individual Wellness (Grade 9 or 10) or Group Wellness (Grade 11 or 12). Students may combine their .5 Wellness class with another Wellness class or any PE class to fulfill the 1.0 credit requirement.

*(Personal Curriculum Modifications** - only if students take additional credit(s) beyond the required credits in English Language Arts, Math, or Science)*

Online Experience No credit

Students must complete 20 hours of online learning experiences through Courses and/or activities that fulfill the MMC Online Experience Guidelines.

*(Personal Curriculum Modifications** - none permitted)*

Required Credits	16.0
Electives	6.0
TOTAL Credits Required	22.0

**Personal Curriculum Modifications must follow the MMC Personal Curriculum Guidelines and be approved by the Superintendent/Designee.

NON-TRADITIONAL CREDIT

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District. Such options may include, but are not limited to: on-line courses, correspondence and university courses.

These options must be approved in accordance with the (School District's) framework policy and process or by an appropriate entity as determined by the Board of Education.

Approval for a student to exercise his/her rights under this policy must be obtained the semester prior to enrollment in the class.

Up to a total of three (3) credits (typically 0.5 credits for a semester course) may be granted to the student upon completion of the option and submission of an official transcript. Credit is granted by the principal and exceptions may be approved by the principal in consultation with the Assistant Superintendent for Instruction.

Credit earned shall be placed on the student's transcript. "Honors" designation will be determined by the institution providing the course subject to review by the principal.

The District will not pay for the cost of classes taken under this policy. Reimbursement procedures for the state mandated dual enrollment program does not fall under this policy.

The Superintendent/Designee shall prepare appropriate regulations and operational procedures for the implementation of this policy.

NON-PUBLIC SCHOOL RESIDENTS TAKING DISTRICT CLASSES

Residents of the (School District) who are enrolled in non-public schools will have the opportunity to take individual classes at one of the District's schools. The classes that students can choose from will be those classes that are not offered at their present school. The following guidelines will be adhered to for these students to qualify:

1. Students must be enrolled in the (School District) according to District requirements, and will be subject to all Policies and Regulations of the District.
2. Students will attend the school that corresponds with their residence in the District.
3. Students will have opportunities to take classes based on space availability at their appropriate registration time, as is the case with all students.
4. Students may request to attend another school within the District by submitting a letter to the Student Enrollment Office. Placement will be determined based on available space.
5. Students must provide their own transportation.
6. Secondary students must meet the prerequisites of the courses as listed in the Course Description Catalogs.

EARLY GRADUATION

The Board of Education acknowledges that some students are pursuing educational goals, which include graduation from high school at an earlier date than their designated class.

Application for early graduation will be submitted in accordance with school regulations to the principal of the high school. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with his/her designated class.

A student who wishes to be considered for early graduation must submit his/her request to the building principal the semester prior to when he/she plans to graduate. This request should be in writing and must show clearly that successful completion of all graduation requirements will be met. The application must include the approval and verification by the student's counselor of indication that all graduation requirements will be met. The request should outline the reason(s) for such a petition. If the student will not reach the age of 18 by the proposed date for leaving high school, parental permission must accompany the request.

If the request is honored and the applicant successfully completes graduation requirements, the student may participate in the honors convocation and all other graduation ceremonies with his/her designated class. The diploma will not be awarded until his/her designated class graduates (usually in June). A letter of confirmation will be issued prior to the June graduation. If the applicant successfully completes graduation requirements by the end of his/her junior year, the student may participate in all graduation activities for the graduating class.

STUDENT CONDUCT

Respect for law and for those persons in authority shall be required of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property, pride in one's work, achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty; as well as wholesome attitudes shall be maintained in the schools of this District.

The Superintendent shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in the schools and on school vehicles.

Discipline on the buses shall be the responsibility of the driver. He/She must communicate closely with the principal/designee regarding disciplinary problems on the bus. If a student becomes a serious bus discipline problem, the Superintendent/Designee may suspend the transportation privileges of the student.

No student is to be detained after the close of the regular school day unless the parents of the student have been contacted and informed that their child is to be detained.

Student conduct shall be governed by the rules and provisions of the Student Code of Responsible Behavior (Code of Conduct), Student Transportation Handbook, Athletic Code of Conduct, and teacher suspension rights. These documents shall be reviewed periodically.

At the direction of the Board of Education and in accordance with Michigan School Law, the Superintendent, in cooperation with administrative staff, teachers, students and the community shall make reasonable rules and regulations relative to the proper establishment, management and maintenance of appropriate codes of conduct of students in school, enroute to and from school and while involved in on-campus and off-campus school-related activities. These guidelines will describe in a written code of conduct the behavioral expectations for student citizenship and include a systematic, consistent approach to those whose behavior constitutes violation of the code.

Building administrators shall assume a shared role in the establishment and maintenance of appropriate discipline in their schools by interpreting to staff, students and parents the district-wide expectations for student conduct and due process, as well as those rules deemed necessary for the safety and welfare of students and staff in a particular school setting.

The primary purpose of these rules, policies and procedures is to provide a school atmosphere where everyone can participate in the learning process in a reasonable, ordered and safe environment.

DRESS AND GROOMING

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choice affects the educational program of the District.

The Board authorizes the Superintendent/Designee to enforce school regulations prohibiting dress or grooming practices which present a hazard to the health or safety of the student himself/herself or to others in the school; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; or prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

The Superintendent/Designee shall develop procedures to implement this policy, which designate the principal/designee as the arbiter of student dress and grooming in his/her building.

While recognizing student mode of dress and grooming is largely an individual choice by students and their parents, the Board of Education has directed the Superintendent to provide guidelines on these matters relative to their impact on student safety and other aspects of the educational program.

To this end, students are requested to wear to school or school functions neat, clean, appropriate clothing that meets the standard of an educational environment. Any extreme in appearance that may disrupt the educational process of the school will not be acceptable.

It is not the intention of the district to usurp the authority of parents for determining what an appropriate appearance is for their children in accordance with a particular age, grade or school. The school will work with parents in encouraging students to assume this responsibility and execute it sensibly as they mature.

Styles and fads are constantly changing and cannot be covered by specific rules and regulations. While the task of evaluating what is proper in the way of dress and grooming is controversial, the individual schools will assume responsibility for ruling on specific items of clothing and general appearance as they relate to the health and safety, school order and the general welfare of the student body.

SMOKING BY STUDENTS

The Board of Education recognizes that smoking presents a health hazard that may have serious consequences for the smoker and the non-smoker and is, therefore, of concern to the Board. For the purpose of this policy, smoking means the use of tobacco in any form and includes the use of cigars, cigarettes, pipe, and chewing tobacco.

In order to protect students and staff from exposure to an unpleasant work/school environment, and in accordance with Senate Bill 459 and the Michigan Clean Indoor Air Act, the use of tobacco products in buildings, on property owned, leased, or otherwise controlled by the District or in school owned vehicles is prohibited, at all times (24 hours a day – 7 days a week).

The administration of each school building will take appropriate action in cases involving students who smoke in his/her building or on school grounds.

CARE OF SCHOOL PROPERTY

Basic to the philosophy of the Board of Education is a respect for the rights of others. Students are urged to exercise this respect in regard to the belongings of others, including school property. Each student should realize that vandalism to school property is costly to repair and is directly related to increases in the District's operating budget.

Attempts should be made to teach students respect for property which can be done in connection with the care of textbooks and the use of school materials and equipment.

Students who cause damage to school property shall be subject to disciplinary measures and restitution for damages.

The Superintendent/Designee shall develop procedures to implement this policy, which include the requirement that all incidents involving severe damage or the destruction of property be reported to the Board. The Superintendent/Designee may report to the juvenile authorities any student whose damage of school property has been serious or chronic in nature.

Pride in self and the school are worthwhile goals for all those who work and study in an educational setting. Community and family values are reflected in how well school property is maintained and protected. Students are encouraged to join with staff in efforts to preclude malicious damage to buildings, grounds and equipment.

Such vandalism is punishable under the Student Code of Conduct. Appropriate compensation will be expected of those involved and/or their parents for restitution, repair or replacement of damaged property.

The district will resort to necessary measures to protect school facilities, equipment and other property against vandalism, and if necessary, shall resort to its legal rights to prosecute those responsible.

Principals shall submit to the Superintendent/Designee a full report of vandalism or damage to school property in their charge.

USE OF BICYCLES AND MOTOR VEHICLES

The Board of Education regards the use of bicycles and motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students. Students are responsible for the care of property, the observation of safety rules, and the display of courtesy and consideration toward others.

The Board permits the use of bicycles and motor vehicles by students licensed to drive who wish to drive to and from school, provided they assume the responsibilities inherent in that matter.

The Board will not permit the use of horses, snowmobiles, or off-road vehicles on school property. The Board will not be responsible for bicycles or motor vehicles, which are lost, stolen, or damaged.

The Superintendent/Designee shall develop rules and regulations for the operation and parking of bicycles and motor vehicles and shall disseminate those rules to all students so affected.

Inherent in the permitting of student use of bicycles and motor vehicles is the basic expectation that operation will be within the law and will be guided by principles of safety and respect for school property. The personal insurance coverage by parents whose children ride bicycles or drive powered vehicles would supersede any insurance coverage carried by the District.

Bicycles

Students in grade three (3) and above are permitted to ride bicycles to school with written parental permission. Principals may restrict such usage further if they judge traffic patterns at their school warrants such caution.

Schools are encouraged to incorporate bicycle safety and laws as part of the ongoing school safety program.

Students will keep their bicycles in racks provided by the schools.

Because the Board of Education does not assume responsibility for bicycles that are lost, stolen or damaged, students are encouraged to use a lock and chain or other restraining device to secure their bicycles in the racks.

Automobiles/Motorcycles

Students who apply for permission to drive to school must present to the principal/designee:

- written parental permission (under age eighteen)
- a valid State of Michigan Driver's License
- Michigan state vehicle registration and license number
- Proof of liability insurance
- Written parental permission for students who will be regular passengers in their vehicle

Those students whose applications are approved will register their vehicles with the school and agree to drive only to and from school, not to other school activities such as field trips and to drive and park in appropriately designated areas.

Failure to comply with these regulations will result in loss of driving privileges and may also fall into use-related sections of the Student Code of Conduct.

DISORDERLY CONDUCT

It is the purpose of the Board of Education, acting within the intent and letter of the laws of this State, to provide instruction for students at public expense. Any act of any person(s) to interfere with or to thwart that purpose is unlawful. Therefore, actions by a student(s) to interfere materially or substantially with the operations of the School District by defacing or destroying school property, by rioting, breaking-in, sitting-in, lying-in, smashing-in, or picketing to force students not to cross picket lines are illegal. Students who engage in such activities may be punished to the full extent of the law.

For the purposes of this policy, the term "disorderly conduct" shall mean any unlawful student assemblage; or group act of violence, disruption, vandalism, or building seizure; or interference with the functioning of school personnel or any student or group of students.

The primary goal of the Board of Education is to provide instruction for those eligible in the school district. Public order is essential to the success of meeting such a goal. Any act of persons to interfere with that process is illegal under both State law and the policies of the Board of Education. Rules and regulations related to the maintenance of public order on school property shall include the governance of conduct of students, staff, visitors, guests and other persons whether or not their presence is authorized.

No person, either singly or in concert with others shall:

1. Intentionally cause physical injury to another person, nor threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which she/he has a lawful right not to do;
2. Physically restrain or detain any person, nor remove such other person from any place where she/he is authorized to remain;

3. Intentionally damage, deface or destroy property of the District or property under its jurisdiction, nor remove or use such property without authorization;
4. Without permission, expressed or implied, enter upon District property or into any private office of an administrative officer, member of the faculty or staff member;
5. Enter upon and remain in any building or facility for any purpose other than its authorized use or in such manner as to obstruct its authorized use or in such manner as to obstruct its authorized use by others;
6. Without authorization, remain in any building or facility after it is normally closed;
7. Refuse to leave any building or facility after being requested to do so by an authorized administrative officer or District employee;
8. Obstruct the free movement of persons or vehicles in any place to which these rules apply;
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes and meetings;
10. Have in his/her possession any rifle, shotgun, pistol, revolver, other firearm or weapon, dangerous chemical, explosive, alcoholic beverage, marijuana and other drugs, including barbiturates or other stimulating or hallucinating drugs, or other contrabands;
11. Tamper with any safety measures, such as fire extinguishers, alarm systems, posted fire regulations, closed fire-smoke doors or with any communications systems;
12. Refuse or fail to conform to fire drill or bomb threat evacuation procedures;
13. Loiter on District property in violation of the State Penal Law;
14. Gamble on District property;
15. Throw or dump litter on District property;
16. Use abusive, obscene or profane language or deport himself/herself in an indecent or contemptuous manner or commit a lewd act on District property;
17. Willfully disobey a lawful command or order of a School District Official or employee;
18. Upon request by a District official or employee, refuse to identify himself/herself or state the reason for his/her presence on District property;
19. Distribute literature on school grounds or in school vehicles during school hours, without the prior approval of the chief administrative officer or a building principal;
20. Resist search of his/her person, locker or automobile on District property by an appropriate school official having reasonable suspicion of the presence of any contraband item noted above;
21. Engage in any illegal act as prescribed by law;
22. Possess any item that could cause danger/injury to others.

Students who violate this regulation shall be subject to discipline as authorized in the "Code of Responsible Behavior and Student Conduct."

Other persons who violate this regulation shall be subject to local and State statutes, and in the case of employees of the District, further and/or additional disciplinary action indicated in contractual agreements.

DRUGS (INCLUDING ALCOHOL)

It shall be the policy of the Board of Education to take positive action through education, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale or use of behavior affecting substances.

The Board prohibits the use, possession, or distribution of any illegal drug on school property or at any school-sponsored event. The Superintendent/Designee shall prepare rules for the identification, amelioration, and regulation of drug abuse in the schools.

The provisions in the Code of Responsible Behavior and Student Conduct cover any violation of this policy.

DRUG AWARENESS

In accordance with Board of Education policy, education about illicit drugs and alcohol, their nature and impact on both physical and mental well-being and the social implications of the use and abuse of such substances shall be integrated into the curriculum at all levels. Whenever and wherever possible, efforts shall be encouraged to assist students in recognizing their need to make intelligent, deliberate and informed choices about the use of alcohol and illicit substances.

In recognizing that drug use often stems from students' lack of self-esteem and the desire to conform to peer influences, staff members should make every effort to alleviate the pressures in school, which could lead young people toward the use of drugs. Staff members shall be alert to student interests, needs and moods, whether they are expressed individually or collectively.

If a student seeks assistance from a staff member in a drug or alcohol related matter, the staff member should refer the matter to either the counselor, school social worker or an administrator. The principal of each building will ensure that staff members are informed of the appropriate actions to take in such circumstances.

When a staff member suspects a student is experiencing difficulties related to drug abuse or alcohol, the matter should be brought to the attention of the principal or, where available, a guidance counselor, school social worker or other district staff trained to address the issue. In such an event, a conference will be initiated to ascertain what action, if any, is suitable.

In situations where a student is suspected of being under the influence of either alcohol or drugs, the principal/designee should be notified immediately. If it is determined medical attention is needed, the parent/guardian will be notified and arrangements made in accordance with Board Policies and Administrative Regulations on student illness or injury.

When any staff member has reason to believe that a student possesses or is distributing for sale or otherwise, any drug or alcohol, she/he shall report the matter to the building principal without delay.

If the drug is a controlled dangerous substance, the principal shall notify the Superintendent, the student's parent/guardian, and the appropriate law enforcement agency.

In all cases of suspected drug or alcohol possession, the principal/designee may call in the student for an informal hearing, confiscate the drug or alcohol, notify the Superintendent/Designee and the student's parent/guardian, and institute disciplinary action in accordance with the Code of Responsible Behavior and Student Conduct.

A student whose violation of laws concerning the use and possession of drugs or alcohol results in removal from school by court order shall continue to receive instruction in accordance with the ruling of the court, Board policy, and state law.

When any student has been duly charged with the commission of a drug or alcohol offense or violation, or found by a court of competent jurisdiction to have violated the drug laws, his/her continued attendance at school shall be contingent upon the recommendation of the court and approval by the Board.

When the offense of which the student is convicted occurred within the (School District), the Board reserves the right to subject the student to the disciplinary rules, regulations and procedures of this district.

STUDENT SEXUAL HARASSMENT STATEMENT

The (School District) is committed to providing for its students an educational environment that is respectful of human dignity and free from sexual harassment. Abuse of the dignity of any student by means of sexist slurs, sexually oriented obscene, lewd, vulgar, unwanted, offensive, or indecent language will not be tolerated. Sexually derogatory or objectionable conduct, including, but not limited to, unwanted or offensive touching and physical contact will also not be tolerated.

Any student who feels he/she is being sexually harassed by any other student or students shall report such incidents to a teacher, counselor, school psychologist, school social worker, or building administrator. Such reports shall be reported to and investigated by the building administrator/designee. Any student who is determined to have committed sexual harassment will be subject to disciplinary action, based upon the severity and frequency of the offense(s). Such disciplinary action shall be taken in accordance with the due process and appeal rights contained in the (School District's) Code of Responsible Behavior and Student Conduct.

DISCIPLINE/PUNISHMENT OF STUDENTS

The Board has the authority to make reasonable and necessary rules governing the conduct of students in schools and en route to and from school. Teachers and school administrators will administer discipline within the guidelines adopted by the State Board of Education and other specified policies relating to student behavior and discipline as adopted from time to time by the (School District) Board of Education. The principal will be responsible for informing both parents and students of the school rules and regulations at the opening of the school year. All students will be under the jurisdiction of these rules while going to, remaining at, or returning from school, and at any time or place they are engaged in school-related activities.

The Board of Education does not permit the use of physical force, except when necessary restraints are required in the interest of order and safety.

The implementation of the student discipline policy rests with all levels of the management, administrative, and instructional team.

The Board of Education directs the Superintendent/Designee to formulate and enforce rules and regulations for student conduct which include guidelines for responsible citizenship and a systematic, consistent approach to handling violations of these guidelines as per the Student Code of Conduct, the Athletic Code of Conduct and the Transportation Code of Conduct.

Discipline of students should be based on humanitarian principles and ideals recognizing the dignity and worth of each student. The immediate objective of any disciplinary action should be the provision for the students to grow in skills and habits essential for acceptable, self-controlled behavior, and personal responsibility.

If a student demonstrates an unwillingness or inability to maintain acceptable behavior, discipline will be exacted in accordance with guidelines established in the Code of Responsible Behavior and Student Conduct.

CORPORAL PUNISHMENT

While recognizing that discipline of students may be required from time to time, the Board of Education cannot condone the use of unreasonable force or fear in imposing student discipline.

Professional staff as well as support staff may, within the scope of their employment, use and apply reasonable physical force and restraint to quell a disturbance threatening immediate physical injury, to obtain possession of weapons or other dangerous objects upon or within the control of the student, in self-defense, or for the protection of persons or property.

In accordance with state law, corporal punishment shall not be permitted. As defined in the School Code of 1976, as amended, "Corporal Punishment" means the deliberate infliction of physical pain by any means upon the whole or any part of a student's body as a penalty or punishment for a student's offense.

STUDENT ACTIVISM

It is the policy of the Board of Education to encourage students to express opinions and ideas, take stands, and support policies, publicly or privately, orally and in writing. Students may be given this opportunity for expression through established school media. Such expression should not interfere with the educational program or present a health or safety hazard.

Students may not use obscenities, slanderous or libelous statements, disruptive tactics, or advocate violation of the law or school regulations. Students may advocate change of law or school regulations and pursue their advocacy by due process means.

As part of the educational process, students should be made aware of their rights, including the right to express an opinion, take stands and to participate in activities designed to permit them a voice in the life of the school as a community. To this end principals are encouraged to establish school media and student governing bodies appropriate to the age and abilities of students to access such opportunities. In this way students may advocate change of law or school regulations and pursue their advocacy through orderly, established channels. Principals are to provide appropriate supervision of such channels of expression to ensure they are not disruptive to the educational program, present a hazard to the health and safety of students and staff, and remain within the limits of responsible journalism and speech.

STUDENT PUBLICATIONS

Student publications are an important element of the instructional program and contribute directly to the accomplishments of the District goals. The Board of Education, therefore, supports the development of student-produced school newspapers, annuals, and magazines.

Freedom of speech and of expression in student publications as guaranteed by the First Amendment to the U.S. Constitution is to be observed by the administration and faculty. It is incumbent upon the professional staff to define the limits of responsible journalism and speech.

Freedom of expression in the schools shall be interpreted to include the development of student responsibility in distinguishing between freedom and license, the consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste, and the care for the development of skills of written expression among students.

Students may not use obscenities, slanderous or libelous statements or advocate violation of the law or school regulations in district or school publications.

STUDENT PUBLICATIONS AND ORGANIZATIONS

Student publications and organizations generally will be encouraged when they meet the criteria of contributing to learning rather than detracting from it. Such organizations will operate within the framework of the law, Board policy, administrative rules, and the parameters of the learning program. When such organizations are truly contributive, their establishment and operation will be facilitated in reasonable ways by district staff and through use of district resources.

The building principal will develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one faculty advisor to each student organization and the approval by the Board of any student organization that requires the expenditure of budgeted funds or that may engage in activities of a divisive or controversial nature.

Membership must be open to all students, except where the purpose of the organization requires qualifications related to that purpose. (Example: a foreign language club open to those who are students or speakers of a particular foreign language.) In no case will such qualifications rest upon a student's race, color or creed.

This regulation applies only to on-campus organizations. It is not intended to restrict the organization of students into groups which function apart from the school.

PREPARING FOR VOTER REGISTRATION

Preparing students to assume the responsibilities which our democratic society places on each of its citizens is an important function of the schools. Supplying our high school students with all pertinent information regarding voter registration is one crucial means of meeting this goal.

Accordingly, the Superintendent/Designee using such resources as the high school administration, faculty and student body, local officials, and Board of Elections can provide, shall develop a non-partisan voter education program for the high school.

The administration of the high schools shall offer to all students, who reach the age of majority, the opportunity to register as voters.

REGISTERING STUDENTS TO VOTE

The principal/designee shall offer to all eligible students the opportunity to register as voters. As part of this effort secondary schools will develop, implement and maintain non-partisan voter education programs culminating in the provision of voter registration opportunities on campus for students who have reached the age of majority.

STUDENT MEMORIALS

The Board of Education recognizes the value and worth of every student who attends the (School District). Whenever a student dies, members of the school community experience a loss. The Board acknowledges the need for students to memorialize a student who has died. Guidelines will be established to ensure that memorials are appropriate and consistently applied across the District. These guidelines will ensure that memorial efforts reflect sensitivity for family and friends most strongly impacted by the death, will consider the safety and welfare of all students, and will allow the educational process to continue. The Superintendent/Designee will develop guidelines to implement this policy.

The (School District) Board of Education recognizes the need for students, family, friends, staff and community members to memorialize the life of a student who has died, whether the death is due to accident, suicide, violent event or natural causes. The purpose of this regulation is to provide guidelines for the various memorials, which may occur in the school setting. These guidelines have been established

to ensure that memorials are appropriate, safe, consistently applied across the district, and allow the educational process to continue.

Specific memorial tributes, ceremonies or dedications that may be desired by family or friends, which do not fall in the scope of this regulation, should occur outside of the school setting. Spontaneous expressions of grief that are part of the human grief process are not addressed in this regulation.

Memorial events, activities and tributes taking place in school are subject to the approval of the Superintendent/Designee and are to be selected from and limited to the following:

Yearbook - A student who has died will be acknowledged in his/her school yearbook the year of the student's death. Assuming that the yearbook has not gone to print, the name of the student and a current photo (if available) will be printed at the end of the class section on an "in memory of" page/section. In the years following the student's death, the family/classmates may annually request the name and date of the student's death to be printed at the end of the class section until the student would have moved to the next level (i.e., elementary to middle school) or graduated. Advertising space sold in yearbooks is intended to congratulate graduating seniors and is inappropriate to commemorate a student who has died. If the yearbook has gone to print, no changes will be made to the original layout set for production.

School Newsletter/District Publication - (district, school and/or PTA publications sent home to all families or current students) with the family's permission, an article may be written and placed in the school newsletter by a member of the crisis/trauma response team, or its designee, to appear in the issue immediately following the death of the student. To provide consistency in the case of all students, the article will state facts relevant to the life of the student. Students, trauma team members and family will provide input for the article. The (School District's) Communications Department will provide the format for and approve the article prior to publication.

Student Publications – Acknowledgement of the student's death and/or tribute to his/her life may appear in student publications such as newspapers produced in journalism classes. An article providing an overview of the life of the student could/may appear in the student produced school newspaper, if applicable. With the family's permission, the article could include the schools the student attended, any hobbies, school activities, family information and other areas of interest. The advisor of the paper, trauma response team and principal may work with students responsible for writing the article. The article may appear in the printed newspaper or through electronic means if the paper is posted on the school web page.

Dedications – Those close to the student who has died may wish to dedicate a program, playbill, book or specific event to the memory of the student. The dedication should take place within one calendar year of the student's death and be relevant to events/activities in which the student participated. Dedications are to be limited to one-time events and activities.

Assemblies – School assemblies involving the entire school body or large groups of students may appear to glamorize the death of the student and will not be planned.

Memorials – Memorials that are permanent displays through plaques or other mementos are not to take place unless such displays are coordinated by the (School District) Foundation. Memorials that are permanent displays are to align with the (School District) naming policy as coordinated by the (School District) Foundation. Temporary displays will be permitted for a limited period of time. Trauma/crisis response team members will supervise any temporary display in a designated area (i.e., classroom, counseling center) as determined by team members.

Graduation – For students who have died prior to their senior year, a moment of silence will be observed and an announcement made sometime during the commencement ceremony. For example, "in memory of those individuals who are not able to be with us." If a student dies in his/her senior year, the name of the student will be mentioned during the ceremony and will appear at the end of the listing of graduates as "in memory of."

Memorial Tributes – Programs or planned activities recognizing the birthday or anniversary of the death of the student may be sponsored by the family, friends, or members of the community. If such activities are planned, they will occur outside of the school setting.

Monetary Donations/Collections – All memorial contributions will be coordinated through the (School District) Foundation in cooperation with other community organizations. The (School District) Foundation will discuss charitable options with school staff and family representatives as needed. Gifts given to honor past graduates who have died will be accepted by the (School District) Foundation. Donors will be recognized through recognition programs established by the (School District) Foundation. Such memorials will not include advertising, dedications, or other tributes.

Memorializing (School District) Alumni – Typically, (School District) does not memorialize alumni students. (School District), however, recognizes the contribution of individuals who serve in the armed forces and those that perform a public service in law enforcement, emergency medical response, and fire safety. When a graduate of (School District) is a member of the armed forces or employed as a law enforcement officer, emergency medical responder, or fire fighter dies in the line of duty, the (School District) Board of Education will consider the adoption of a resolution to recognize the service the graduate has made to the community and to the country (when applicable). The Superintendent/Designee will inform the family of the memorial and work with representatives from the (School District) Trauma Response Team to develop the resolution.

PREGNANT STUDENTS

Pregnancy shall not be a limiting factor for the education of any student in the schools of this District.

The Board's responsibility for the education of all school-age children includes the education of pregnant students. Any variation from continuing regular school classes shall be based upon the assessed needs of such students. A pregnant student may remain in her regular school program as long as her physical and emotional condition so permits.

The school may request medical verification of a student's ability to continue in all classes in her program.

The recommended guidelines for working with students who inform school employees that they are pregnant should be uniformly applied at all grade levels. These procedures should be the guidelines for counselors and administrators in their relationship with a student who becomes pregnant and confides in a school employee. Confidentiality is a necessity. Students should be treated as any other student while available additional support systems are put into place.

Michigan law prohibits expulsion or exclusion of a student from school solely because of the student's pregnancy.

If a student is pregnant as a result of child abuse, the school authorities are obligated to notify Protective Services in accordance with the law. The school staff should not notify the student's home and inform the parent/guardian of the student's pregnancy. The school, upon request, may assist the student and Protective Services in notifying the student's home in cases where pregnancy is a result of sexual abuse.

The school staff, counselors and/or administrators should provide information and assist the student in selecting alternatives for guidance and educational placement.

The counselor and/or administrator should advise the student to inform her parent/guardian. If the student does not want to inform the parent/guardian, the counselor and/or administrator should advise the student to seek another agency or source of support prior to the student informing her parent/guardian. The student should be informed of her right to remain in school, special programs which may be available and sources for assistance including:

- a. Public Health Nurse

- b. (County) County Youth Assistance
- c. (County) County Health Department

If the student remains in school, no alteration in class should be made except as a result of medical advice. Once the parent/guardian is informed by the student, the school staff, administrators and/or counselors, should work with the parent/guardian in supporting the student during and after pregnancy.

If a pregnant student is less than 16 years of age, she may drop from school with a signed statement from a doctor. She may re-enter school at the end of her pregnancy. Pregnancy does not qualify in and of itself as a need to require special transportation to any school within the District or any special program outside the District. The administration can assist, on an individual case basis, the student in arranging for transportation to a special program outside the District if a hardship exists and continuance in an educational program is determined to be in the best interest of the student.

No school personnel is to give any information to the student on abortion or the alternative of an abortion nor is the student to be referred to this type of agency or clinic.

If a student is the father of the child, no action is to be taken to limit his activities in school, remove him from positions of leadership, athletics, clubs or student status. He should be treated in no different manner than any other student.

SEARCH AND SEIZURE

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may authorize the search of school property when there is a cause to do so under the terms of this policy.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have such an expectation of privacy as to prevent examination by a school official. When a search of a locker becomes necessary it will be conducted by an administrator and one other person.

The Board directs its administrators to investigate the presence of a substance or object, the possession of which is illegal or poses a hazard to the safety, maintenance, health, or good order of the schools, whenever there is cause to suspect the presence of such substance or object. The Board also authorizes the use of canines, in collaboration with law enforcement authorities, trained in detecting the presence of drugs or devices, when the Superintendent deems it necessary.

Whenever the search of a student or his/her possessions is prompted by the reasonable suspicion that a substance or object immediately threatens the safety and health of the student or others (such as drugs, narcotics, liquor, weapons, poisons, and missing property), the school employee in authority, shall act with as much speed and dispatch as is required to protect persons and property in the school.

The Board of Education recognizes that the privacy of students may not be violated by unreasonable search and seizure and directs that no students be searched without his/her consent unless there is cause to do so in accordance with the terms of this policy.

Any member of the instructional or administrative staff is authorized to temporarily detain and question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or school regulations. No student shall be temporarily detained longer than is reasonably necessary. Such temporary detention shall not extend beyond the place where it was first affected, or the immediate vicinity thereof.

If at any time a reasonable suspicion arises that a student is concealing or has concealed stolen or illegal property on his/her person, or within his/her locker or other student storage space, a member of the

administrative staff and one other person may search a temporarily detained student, his/her locker or other storage space for purpose of disclosing the presence of suspected stolen or illegal property. In the conduct of such a search, rights of due process shall be observed. The student, whose locker or storage space is being searched, should be present if possible.

If the search of a student, his/her locker or other student storage area reveals stolen or illegal property, such property shall be seized and, when appropriate, turned over to law enforcement authorities.

Student lockers and other student storage spaces provided by the school district are the property of the (School District) and as such, are subject to search by school authorities at any time.

A student's parent/guardian will be notified if any search and seizure procedures involve their student.

WEAPONS IN THE SCHOOL

In conjunction with their responsibility for the safety and welfare of students in their charge, schools must ban dangerous weapons from school property. Exceptions to this exclusion are those weapons under the control of law enforcement officers and others at the discretion of the principal.

The principal may authorize persons, including students, to bring on school property and/or into school buildings weapons handled in a legal manner for educational purposes or for community use of school facilities.

Principals shall prescribe the conditions and procedures to be followed before permitting authorization.

RELATIONS WITH LAW ENFORCEMENT AGENCIES

In keeping with Board of Education Policy regarding the custodial responsibility of the school district for students placed in its care by school law, building administrators will encourage the organization of programs of communication and cooperation with law enforcement agencies.

The Police-School Liaison Program may serve to facilitate such activities between legal authorities and the schools. Further, in recognition of the benefits of such operational modes, building administrators will support occasions and activities for students, parents and school staff to dialogue with (School District) Police Liaison Officers as well as representatives of community law enforcement agencies.

The building administrator/designee, shall attempt to contact the parent/guardian of a minor student under the age of 17 years, prior to any interview of questioning by law enforcement officers on school premises, to advise the parent/guardian of the pending interview or questioning. The building administrator/designee shall advise the law enforcement officers seeking to interview or question a minor student, of either the parent/guardian response to the proposed interview or questioning. In the event contact cannot be made with the parent/guardian, the decision as to whether to proceed with the interview or questioning of a minor student is within the sound discretion of the law enforcement officials. However, the building administrator/designee, may be present during the interview or questioning of any minor student by law enforcement officers where such interview or questioning cannot be conducted in the presence of the minor student's parent/guardian.

School officials shall cooperate with law enforcement officers attempting to arrest a student on school premises, or when such law enforcement officers are attempting to execute a search warrant on school premises.

The preceding section does not apply to investigations conducted by law enforcement agencies or those appropriate state and local agencies providing services in relation to the prevention, identification, and treatment of child abuse or neglect, when acting pursuant to state law.

MAJORITY STATUS

The Board of Education recognizes the State statutes declaring a person who is 18 years of age of majority. A student who has reached the age of majority possesses the full rights of an adult and may authorize those school matters previously handled by his/her parents.

The parents/guardians of each student reaching the age of eighteen (18) will continue to be notified by the school of student's grades, attendance and status unless so notified in writing by the student to the contrary.

In granting students the education to which they are entitled, the Board shall provide them with the nurture and counsel appropriate to their age and maturity. At the same time, no student shall be deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant upon the rights guaranteed to each student are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the rules and regulations of this District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both rights and concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained by the Superintendent/Designee.

A student who has reached the age of majority possesses by law the full rights of an adult and may sign his/her own report card and have free access to his/her school records. Each student who has reached the age of majority shall assume full responsibility for his/her compliance with school rules and regulations.

A student eighteen (18) years of age or older, must still obey school rules and regulations. Any rule or practice which is appropriate to the orderly and productive administration of a school community may be applied to all within that community including students who are eighteen (18) years of age or older.

The administration reserves the right to advise parents of any situations regarding a student, regardless of age, which it deems worthy of parental acknowledgement.

PARTICIPATION IN SCHOOL AFFAIRS

The Board of Education believes that students should be invited to participate in the governance of school activities at levels appropriate to their ages and competencies because students should have a part in the determination of activities which so deeply affect their lives. In addition, students are a valuable resource whose contributions may materially aid and benefit the schools.

The Board directs that students be invited to participate in Board decision making. The Board recognizes the high school student representative's responsibility to speak on issues which he/she feels pertain to high school students. Further, recognizing high school students as full members of the school community, the Board encourages their inclusion on and participation in advisory committees of District-wide concern.

Each high school shall have an elected student representative to the Board of Education. The representatives shall have full rights of discussion, but are prohibited from voting by State law.

STUDENT GOVERNMENT

The Board of Education acknowledges the importance of offering students the opportunity to participate in self-government within the establishment of the schools. Students shall have the right to organize, conduct meetings, and elect officers and representatives.

The council of students shall be organized in accordance with school regulations and shall have a member of the faculty as advisor.

STUDENT FUND RAISING

The Board of Education acknowledges that the solicitation of funds from or by students must be limited so that disruption to teaching and learning is kept to a minimum and safety issues are given consideration.

The Board permits authorized school organizations to conduct fund-raising activities when such activities are approved in advance by the Superintendent/Designee. Requests for all fund-raising activities intended for any time during a school year must be approved by the Superintendent/Designee.

The number of fundraisers should not become a burden to the community.

SCHOOL ORGANIZATION, CLUB OR CLASS FUND RAISING

Authorized school organizations, clubs or classes may conduct fund-raising activities when approved by the principal and in so doing, may use the school facilities free of rental charge.

Such fund-raising activities shall not be conducted for the purpose of purchasing classroom materials or equipment normally supplied by district operating funds. These fund-raising activities are to be conducted outside of those regular class periods where students are receiving credit and the teacher is being paid to conduct instruction.

Each high school grade may conduct only one major in-school fund-raising project each school year to assist in meeting graduation year expenses.

School clubs or organizations may earn funds necessary for the proper functioning or administration of their purpose as defined in their constitution.

Middle and high school student councils, with the consent of the principal, may seek approval of the Superintendent/Designee for in-school fund-raising events. These events would be kept to a minimum and be as non-intrusive to the community as possible. The proceeds of the sales event will go to a charity that is tax exempt under the internal revenue service code.

Students are not permitted to participate in any other campaign or drive on a school, organization, class or grade level for the purpose of soliciting for charitable funds. Contribution containers for such campaigns or drives are not permitted on school grounds.

Exceptions to these stipulations may be made only by the Superintendent.

STUDENT EXTERNAL FUND RAISING

For the purpose of this Regulation, External Fund Raising by students includes the solicitation of monies by authorized school groups including any sale of products or services off school property.

Each school will work to limit the number of fund-raising projects which involved going to the community and/or parents. Door-to-door canvassing is discouraged. Fund-raising events should be sensitive to the community and strive to be as non-intrusive as possible. Administrators working in conjunction with

parents should avoid undue impact on various attendance areas. A calendar of such events should be kept by building administrators.

Only recognized clubs or class-related activities may seek approval for external sales. Further, such a sale or campaign may not last more than two consecutive weeks.

Middle and high school groups must have the approval of their Student Council before submitting an external sales request to their building principal/designee.

Under these guidelines an external proposal must be submitted to the building principal at least thirty (30) days in advance of the first day of the sale. The request must include:

1. Purpose of external sale.
2. Description of how the fund raising will be conducted.
3. Dates/duration of the sale.
4. Names of any outside agent or firm involved.
5. Identity of school staff member responsible for the collection of the funds.

Upon building level approval, the request will be submitted to the Superintendent/Designee for final approval. A group may not contract for a sale until they have satisfied all conditions of this regulation.

STUDENT INTERNAL FUND RAISING

In addition to overall district policy and regulations, all internal or in-school sales must meet the guidelines, policies, and procedures established in the building which hosts the sales. The intent of such procedures should be to ensure sales do not interfere with instruction and school, encourage cooperation, respect for the need to be responsible citizens and to develop leadership and group interactive skills in establishing and meeting worthwhile goals.

Recognized clubs, co-curricular or grade level classes will be permitted to conduct internal sales. Athletic teams and cheerleading squads are specifically excluded from such group activities.

There shall be no food sales by an organization in any school building during the normal lunch period other than the approved school service program adopted by the Board of Education. Special permission may be granted by the building principal for sales by school-related organizations only at times other than the lunch period. Vending machine installation for food items must be approved by the Superintendent/Designee.

Internal sales requests must be submitted to the building principal/designee at least ten (10) days in advance of the sale. Students must not contract for any goods or services with any vendor prior to receiving permission to do so from the principal/designee.

STUDENT GROUPS

It is the policy of the Board of Education that student groups be recognized as authorized school organizations only if they are approved by the school administration, sponsored by school personnel, composed of members of the current student body, hold the majority of their meetings at school, and have established goals which are educational in nature.

Membership in the organization or operation of any high school fraternity, sorority, or any other secret society as described by law is prohibited throughout the District.

SOCIAL EVENTS

The Board of Education recognizes the value of student social events in enhancing and enriching the school experience for the children of this community. The Board will, therefore, make school facilities

available and provide appropriate staff for the conduct of social events within or without the school facilities if such events have been approved by the principal.

Students at school social events will be subject to the same disciplinary measures applied during the regular school program. Participation in school events is not a right and may be denied to any student who has demonstrated disregard for the rules of the school.

STUDENT SOCIAL EVENTS

Student social events include those activities organized by staff and students to enrich interaction between students in a positive, wholesome fashion. To be considered school sponsored, such events must have:

1. Initial approval of the club or class sponsor/teacher.
2. Subsequent approval of the building principal/designee who will schedule it on the school calendar.
3. Adequate adult supervision.
4. Approved methods of transportation if held off school property.

For the purpose of this regulation a class (i.e. subject or grade level) party shall be defined as an organized classroom activity which may involve refreshments, games and entertainment. In order to avoid undue interruptions in the instructional program, no more than three (3) class parties a year may be held during the school day. Class parties/social events may not be held off campus.

School events designed to support fund raising for recognized, legitimate charitable organizations are to be limited to one (1) each school year.

Students who attend school social events are subject to the same behavioral expectations as those applied during the regular school program. Violators are subject to disciplinary action under the Code of Responsible Behavior and Student Conduct. Participation in school events may be denied any student who has demonstrated disregard for school rules.

SERVICE AND SAFETY PATROL

The Board of Education recognizes the value of a student service and safety patrol as an essential part of the school program to instruct the students in good safety habits and to provide opportunities for leadership training.

The Board authorizes the formation of a school service and safety patrol for students in elementary schools. The Board directs the Superintendent/Designee to develop guidelines for the implementation of such a program.

In support of the District's recognition of the value of providing students with training in good safety habits and leadership, elementary schools are authorized to organize service and safety patrols in grades four (4) or five (5). Enrollment is open to all students at those grade levels. Those students who apply will be considered for selection on the basis of responsibility, citizenship, maturity, leadership, and academic proficiency.

Members of the school service and safety patrol may be assigned to control and direct student traffic in school buildings, on school grounds, at school bus stops, and on sidewalks adjacent to a street or roadway. Patrol members are not authorized to direct vehicular traffic or to be stationed in that portion of the highway intended for vehicular traffic.

No student may serve on the service and safety patrol without the consent of a parent/guardian. A faculty member shall be assigned as supervisor to the school service and safety patrol.

STUDENT PRODUCTION OF GOODS AND SERVICES

It is the policy of the Board of Education that students may produce goods and services for non-profit community organizations or groups only to the extent that such production furthers the educational development of such students. Care must be exercised by the administration in interpreting this policy to avoid exploitation of students.

PUBLIC PERFORMANCES

The Board of Education recognizes the value to students when sharing their talents and skills with the community through participation and performances in public events. The Board endorses such performances when they do not interfere with other scheduled activities of the school and the circumstances of the event do not pose a threat to the health, safety, or well being of the students who will be involved.

All requests for public performances by students require the approval of the principal who shall comply with the policy of the Board regarding field trips. The extended use of one particular group of students shall be discouraged. Students who participate in a performance shall conduct themselves in a manner appropriate to their age and in a way that will bring credit to their school.

When a commercial sponsor is involved, no student or group of students shall appear on any public program without the approval of the parents/guardians and the Superintendent/Designee.

Non-school performances by student groups must be consistent with the goals of the instructional program and the needs and interests of the students involved. Requests for public performance by students must be approved by the building principal/designee. Any request requiring out-of-state travel must have the approval of the Assistant Superintendent for Instruction and the Superintendent. In some circumstances, tentative approval to proceed with planning may be given subject to a complete presentation and acceptance of final date.

When considering requests from the community or other sectors, priority will be given to school-related performances. Non-school performances will receive consideration in the following order: if they are held in the school's attendance area, if they are held in the school district, and lastly if they are held in state or out-of-state.

All non-school public performances must be supervised by professional personnel of the school and/or District. Any gifts or donations are to be accepted in the name of the school organization involved and deposited in its activity fund.

Students and parents/guardians are to be informed through written course descriptions when a public, non-school performance is scheduled as a regular part of a course taken for credit. Students may be excused from such events in accordance with school attendance policies.