ADMINISTRATIVE GUIDELINES

2022 GUIDELINE MANUAL

The Greenspire School

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NATIONAL CHARTER SCHOOLS INSTITUTE
EXPERIENCE • INNOVATION • RESULTS

ADMINISTRATIVE GUIDELINES

2022 GUIDELINE MANUAL

The Greenspire School

FALL 2022

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Revised Spring 2017; Fall 2017; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Spring 2020; Special Release – July 2020; Spring 2021; Fall 2021; Fall 2022

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FOREWORD

These administrative guidelines are intended to give direction to the staff in carrying out the policies adopted by the Board of Directors for our School.

Each of the guidelines contained in this manual is the "action element," so to speak, of a Board policy already declared or of an obligation of the School set by law or contract. The Superintendent (or other administrator) assigned a responsibility in a guideline is authorized to delegate one or more of the duties associated with that guideline, with the understanding that the person who delegates is still fully responsible for the actions and results.

These guidelines apply to the entire School. The Superintendent and other administrators may establish further guidelines, rules, and procedures as needed, providing none go beyond the authority set forth in these original guidelines and Board policy.

_____
Superintendent

1000 ADMINISTRATION

1100	Superintendent's Absence from the School
1110	Assessment of School Goals
1400	Revising Job Descriptions for Compliance with ADA/504
1421	Criminal History Record Check
1422	Nondiscrimination and Equal Employment Opportunity
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1623A	Section 504/ADA—Prohibition against Disability Discrimination in Employment
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Revised Fall 2011; Fall 2012; Fall 2016; Fall 2017; Spring 2018

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SUPERINTENDENT'S ABSENCE FROM THE SCHOOL

Whenever the Superintendent is away from the School and is unavailable to make a decision, if not otherwise specified in policy or the Administrative Guidelines, the Assistant Principal shall be responsible for determining whether or not a decision must be made prior to the Superintendent's return. If so, then he/she shall

A. make the decision; and/or

B. take and/or supervise appropriate action; and

C. inform the Superintendent as appropriate.

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ASSESSMENT OF SCHOOL GOALS

The School has invested much time and effort to develop and implement a set of Board goals.

In order to better ensure that the Board's goals are being achieved as intended, each goal should be assessed on a periodic basis using the following six-step strategy. The strategy also will help determine what needs to be done as a follow-up to the assessment.

Step One: Define the Intended Result of The Goal

A. Describe the Desired Situation that should exist in the School when the goal has been accomplished. List each key factor or condition in the Desired Situation; these will be the focus of the assessment for which data will be needed. Be sure the description of the Desired Situation is a statement(s) of results and not tasks or actions to be used to achieve the results.

B. To ensure that no important factors or conditions in the Desired Situation have been omitted from the description, ask, "What should not be true of the situation when this goal has been achieved?" or "What would we not want to find is true when we're done with this task?" For each answer, convert that negative factor or condition into a desired characteristic. For example, an answer and its conversion into a desired characteristic might be as follows: "We would not want to find that the performance assessments of the curriculum goals did not provide standards to determine different levels of achievement. Therefore, one important factor in the assessment of curriculum goals would be for the assessment of each goal to have standards that define at least excellent, good, fair, and poor performance."

   Repeat the question, as needed, to "flesh out" other factors, characteristics, and/or conditions that may have been overlooked the first time around.

C. Describe each factor of the Desired Situation as it would be if the goal is accomplished at the **D**esired **L**evel of **Q**uality. (This is called the **DLQ** standard.)

D. Describe each factor of the Desired Situation as it would be if the goal is accomplished at just a **M**inimum **A**cceptable **L**evel of **Q**uality. (This is called the **MALQ** standard.)

E. When the full description of the Desired Situation is completed, there should be a summary statement of the Desired Situation followed by a listing of the criteria that will be used to judge the extent to which the Desired Situation exists, plus a description of the DLQ and MALQ standards.

F. Determine if the assessment of goals will be done periodically during the action stage or after all actions have been completed. Establish a timeline for assessment activities.

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G. Develop a plan for gathering the data needed to assess each criterion. (See AG 2252 - Planning Strategy.)

Step Two: Review the Action Plan and Roles of Key Participants

A. Review what the plan describes as the role of the: members of the Board; Educational Service Provider/Superintendent or Treasurer; Central Office Administrators; Building Administrators; and Building and/or Department Staff.

B. Identify what has already been done to accomplish the goal.

C. Obtain the schedule for performance evaluations of the key participants. Review the evaluation criteria to determine if they include criteria related to the tasks needed to accomplish the goals.

Step Three: Obtain the Data on the Results

A. Implement the plan for gathering the data.
(Step One above)

B. Ensure that the data is complete, accurate, relevant, and clear.

C. Organize the data in ways that make it easy to compare the results with the standards.

Step Four: Compare the Data With the Standards

A. Compare the data with the standards, one at a time.

B. List whether a factor is at DLQ; between DLQ and MALQ; at MALQ; or not acceptable (below MALQ).

C. Review all of the comparisons and make a judgment (evaluation) as to whether current progress or the Desired Situation (if met) is Excellent, Good, Fair, or Poor.

Step Five: Diagnose the Main Causes for the Results

A. List the factors that are satisfactory (+) and place in order of significance in the Desired Situation.

B. List the factors that are unsatisfactory (-) and place in order of significance in the Desired Situation.

C. Select the most significant unsatisfactory (-) factors, one at a time, and determine the reasons that the desired factor was not produced. Refer to performance evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.

D. Select the most important (+) factors, one at a time, and determine the reasons that the desired factor was produced. Refer to performance evaluations and other data on actions, conditions, influences that could be causes. List in order of importance.

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E. Determine which of the (+) and (-) actions, conditions, and/or influences that the School has the power to deal with and those that are beyond its control.

Step Six: Develop Plans to Remediate and Reinforce

A. For the (-) actions, conditions, and/or influences upon which the School can act, ask, "What can be done differently that will be effective in eliminating or reducing the impact of these causes?" Do this in order of importance as determined in Step 5C.

Use planning strategy AG 2252 and/or the strategic planning process to prepare a plan for remedial action.

B. For the (+) actions, conditions, and/or influences over which the School has control, ask, "What can be done to make sure these causative factors don't disappear or are forgotten as we work on the (-) causes?" Do this in order of importance as determined in Step 5D.

Use planning strategy AG 2252 and/or the strategic planning process to prepare an action plan for reinforcement.

Recycle the strategy, as appropriate, to achieve the goal (Desired Situation) and maintain it on a continuous basis.

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REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504

The Americans with Disabilities Act (ADA) requires that the School's job descriptions be reviewed and, if necessary, revised to ensure that employment practices do not discriminate against any current staff member or job candidate who has a disability, as defined in AG 3122.

Use of the procedural steps detailed below should ensure that each job description adequately and accurately reflects the mental and physical requirements for fulfilling the expectations of the job.

Because there is more likelihood that physical impairments will interfere with job functioning in classified positions, such job descriptions should be reviewed/revised first, using the following procedures for each description:

Step One

List each of the tasks associated with the job and then the activities associated with each task. It may help to think through, step by step, a typical work day from beginning to end and then add the additional tasks that the job occasionally requires. Identify those tasks that are essential to fulfilling the job responsibility. Then, identify those tasks that are marginal to the position.

Step Two

For each activity, describe how the activity is performed; what physical motions are involved; and what tools/equipment need to be used and how.

Step Three

Determine what knowledge, literacy skills, and technical skills a person must have to complete the job responsibility, meeting Board expectations. For example, is it necessary for the person to be able to compute well enough to solve problems involving arithmetic; write clearly and legibly; and/or understand written directions?

NOTE: It might be productive to involve one (1) or more members of the staff in identifying and describing the tasks, because of the detailed knowledge of the job that he/she possesses.

The master copies of the revised job description should be kept on file in the School office, with copies provided to the staff member and his/her supervisor, in accordance with any applicable negotiated agreement. Job descriptions should be reviewed and updated whenever there is an addition to or modification in a job.

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CRIMINAL HISTORY RECORD CHECK

Prior to making any offer of employment to a new applicant, the following procedure is to be used for electronic fingerprinting services for applicant background checks:

A. The applicant will be asked to arrange for fingerprinting with the entity or agency which uses fingerprinting procedures acceptable to the Michigan State Police.

B. The fingerprinting agency will provide the applicant with a date and location of the procedure.

C. The applicant will be expected to bring payment and the form provided by the School, designating the purpose for which a background check is needed. The criminal background checks required by State law must be performed.

D. Cost of the criminal background record check is determined by the Michigan State Police (MSP). The fingerprinting agency will notify the applicant of the current cost, plus any processing fee, at the time s/he is requested to submit to the criminal background check. Each request must be accompanied by a check, payable to the entity or agency, to cover the full cost of the fees.

E. The fingerprinting agency will capture the fingerprints and personal information and transmit the data to the MSP.

F. MSP will perform the check on the State data base and forward the criminal history check to the FBI, if required by statute for the position. MSP will mail the record directly to the School, not the applicant.

G. All information received from the criminal history check shall be handled and stored pursuant to Policy 8321.

H. The Superintendent shall determine whether or not to consider disqualification of an applicant based on the records check. An applicant who has a confirmed conviction for a "listed offense" (as defined in M.C.L. 28.722) may not be employed.

New Guideline Fall 2017
Revised Spring 2018

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NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

These administrative guidelines are established to assist in the proper implementation of Policy 1622 and Policy 1622.02.

Policy 1622 states:

The Board of Directors does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic, (collectively, "Protected Classes") in its programs and activities, including employment opportunities.

The following person(s) is/are designated to handle inquiries regarding the nondiscrimination policies of the School or to address any complaint of discrimination:

Superintendent
1026 Red Drive
Traverse City, MI 49684

Notice of the Board's policy on nondiscrimination in employment practices shall be posted throughout the School, published in any School statement regarding the availability of employment, and in any staff handbooks.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

Additionally, employment actions based upon an individual's sexual orientation are suspect and potentially illegal.

Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.

Any questions concerning whether alleged conduct might violate this prohibition should be promptly brought to the Superintendent's attention.

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Military Status

For purposes of this policy/administrative guideline, "military status" refers to a person's status in the uniformed services which includes the performance of duty, on a voluntary or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of the Michigan organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

New Guideline Fall 2012

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COMPLAINT PROCEDURES FOR NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY/ACCESS

If a person believes that s/he has been discriminated against or denied equal opportunity or access to the School's programs, activities or services, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person(s) is/are designated as the School's Civil Rights Coordinator:

Superintendent
1026 Red Drive
Traverse City, MI 49684

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: http://www.ed.gov.ocr.

Internal Complaint Procedures

A person who believes s/he has a valid basis for a complaint may discuss the matter informally and on an oral basis with the School's Civil Rights Coordinator, who will investigate the complaint and reply with an answer to the complainant. If the informal procedures do not resolve the matter to the complainant's satisfaction or s/he skips the informal process, s/he may initiate formal procedures according to the following steps:

Step 1

Investigation by the School Civil Rights Coordinator: A person may initiate a formal investigation by filing a written complaint (Form 3122 F1) with the School Civil Rights Coordinator. The complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, and describe the alleged discriminatory action in sufficient detail to inform the Civil Rights Coordinator of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the Civil Rights Coordinator for good cause. The Civil Rights Coordinator will conduct an impartial investigation of the complaint. As part of the investigation, the Civil Rights Coordinator shall permit the complainant to present witnesses and other evidence in support of his/her complaint. The investigation shall be completed within fifteen (15) business days of the written complaint being filed. The Civil Rights Coordinator will notify the complainant in writing of his/her decision and will maintain the School's files and records relating to the complaint.

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Step 2

Appeal to the Board of Directors: If the complainant is not satisfied with the Civil Rights Coordinator's Step 1 decision, s/he may submit, in writing, a signed statement of appeal to the Board of Directors within five (5) business days of his/her receipt of the Superintendent's response. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

The complainant may be represented at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

The Civil Rights Coordinator will provide a copy of the School's complaint procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator's office.

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten, or interfere with any individual because the person opposed any act or practice made unlawful by any Federal civil rights law, or because that individual made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided, or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws. Similarly, the Board will not tolerate such conduct by others and, to the extent possible, will act to eliminate it. Any complaints of retaliation should be filed in accordance with this complaint procedure.

New Guideline Fall 2012~~REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504~~

~~The Americans with Disabilities Act (ADA) requires that the School's job descriptions be reviewed and, if necessary, revised to ensure that employment practices do not~~

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~~discriminate against any current staff member or job candidate who has a disability, as defined in AG 3122.~~

~~Use of the procedural steps detailed below should ensure that each job description adequately and accurately reflects the mental and physical requirements for fulfilling the expectations of the job.~~

~~Because there is more likelihood that physical impairments will interfere with job functioning in classified positions, such job descriptions should be reviewed/revised first, using the following procedures for each description:~~

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~~Step Two~~

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~~For each activity, describe how the activity is performed; what physical motions are involved; and what tools/equipment need to be used and how.~~

~~Step Three~~

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SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Directors prohibits discrimination against any employee or applicant based on his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

A. recruitment, advertising, and job application procedures;

B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

C. rates of pay or any other form of compensation and changes in compensation;

D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

E. leaves of absence, sick leave, or any other leave;

F. fringe benefits available by virtue of employment, whether or not administered by the Board;

G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;

H. activities sponsored by the Board, including social and recreational programs; and

I. any other term, condition, or privilege of employment.

The Board will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the School's program and/or activities. A reasonable accommodation is not necessarily required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");

B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or

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C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, eating sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological
2. musculoskeletal
3. special sense organs
4. respiratory, including speech organs
5. cardiovascular
6. reproductive
7. digestive
8. genitourinary
9. hemic and lymphatic
10. skin
11. Immune
12. circulatory

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13. endocrine

B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services", learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

Individual with a disability does not include the following (i.e., Section 504 specifically excludes):

A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use

B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others

C. with respect to employment, an individual who has a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who,

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by reason of the currently contagious disease or infection, is unable to perform the duties of the job

D. an individual on the basis of homosexuality or bisexuality

E. an individual on the basis of:

1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders

2. compulsive gambling, kleptomania, or pyromania, or

3. psychoactive substance use disorders resulting from current illegal use of drugs

Individual with a disability includes an individual who:

A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;

B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or

C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Public Notice

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement that the Board does not discriminate against persons with disabilities in employment or the provision of services. This requirement may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The Greenspire School Board does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, or any other legally protected status in its employment decisions or the provision of services.

The Board will also include a notice of reasonable accommodation requirements on School employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the School's Section 504 Compliance Officer (who also serves as its ADA Coordinator).

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Decision-Making Process for Determining/Identify Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the School will take into account two (2) factors:

A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and

B. the specific functional requirements of the particular job.

A reasonable accommodation is “any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.” Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The School Section 504 Compliance Officer/ADA Coordinator will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The School recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the School will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as may be appropriate:

A. Examination of the particular job involved and determination of its purpose and essential functions. The School will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job.

B. The School will then consult with the individual with a disability to find out his/her specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties to identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.

C. In consultation with the individual, the School will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.

D. If the parties are still not able to identify an appropriate accommodation, the School will seek technical assistance.

E. If there are several effective accommodations that would provide an equal employment opportunity, the School will select the accommodation that best serves the needs of the individual and the School. While the School will give the individual with a disability's preference first consideration, the School may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The School

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may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The School does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The School will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitation. The School will respect an individual with a disability's right not to accept an accommodation if s/he has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, s/he may be considered unqualified and may either be refused employment or discharged.

The School may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation. Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the School will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the School will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision not to act.

Reasonable accommodations may include:

A. Making facilities used by employees readily accessible to and usable by individuals with disabilities.

B. Job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

C. Making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees.

D. Reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a

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uniformly-applied seniority system (i.e., a negotiated collective bargaining agreement).

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the School's program or activity include:

A. the overall size of the School's program or activity with respect to number of employees, number and type of facilities, and size of budget;

B. the type of the School's operation, including the composition and structure of the School's workforce; and

C. the nature and cost of the accommodation needed.

Employment Criteria

The School will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The School will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the School will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The School will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions - this includes requesting the applicant to describe or demonstrate how s/he would perform the functions.

The School may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the School decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

A. allowing people with certain learning or dexterity disabilities to take extra time on a test;

B. assuring the test site is accessible to a person with a mobility impairment;

C. allowing a person with a mental disability who cannot perform well with

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distractions to take a test in a separate room, if a group test setting is not relevant to the job; and

D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the School conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the School will:

A. subject all entering employees to such an examination regardless of disability, and

B. the results of the examination will be used only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the Board to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and regarding necessary accommodations;

B. first aid and safety personnel may be informed where appropriate, if the condition might require emergency treatment; and

C. government officials investigating compliance with Section 504 and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications are likewise prohibited as subjects of inquiry during job interviews. The School, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether or not the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, s/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation should always be linked with performance on a specific job function. The interviewer should never ask an open-ended question such as "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or

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mental condition. Similarly, the School may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

A. Have you ever had or been treated for any of the following conditions or diseases?

B. Please list any conditions or diseases for which you have been treated in the past three (3) years.

C. Have you ever been hospitalized? If so, for what condition?

D. Have you ever been treated by a psychiatrist or psychologist? Is so, for what condition?

E. Have you ever been treated for any mental condition?

F. Is there any health-related reason you may not be able to perform the job for which you are applying?

G. Have you had a major illness in the last five (5) years?

H. How many days were you absent from work because of illness last year?

I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?

J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?

K. Are you taking prescribed drugs?

L. Have you ever been treated for drug addiction or alcoholism?

M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant himself/herself (i.e. previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

A. Can you meet the requirements of our attendance policy?

B. Can you perform the tasks of this position with or without an accommodation?

C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants

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who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates must do so.)

If an applicant indicates s/he has performed particular function with an accommodation, the potential employer may inquire about it.

New Guideline – Fall 2011
Revised Fall 2016

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SECTION 504/ADA - COMPLAINT PROCEDURES RELATED TO DISABILITY DISCRIMINATION IN EMPLOYMENT

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

The following person is designated as the School's Section 504/ADA Compliance Officer ("School's Compliance Officer"):

Superintendent
1026 Red Drive
Traverse City, MI 49684
Phone: 231-946-4400

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with a School Compliance Officer within the time limits specified below. The School's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

A. An employee with a complaint based on alleged discrimination on the basis of disability must first discuss the problem with the School Compliance Officer.

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B. If the informal discussion does not resolve the matter, or if the employee elects to skip Step A, the individual may file a formal written complaint with the School Compliance Officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the School Compliance Officer of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the School Compliance Officer for good cause.

C. The School Compliance Officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The School Compliance Officer will provide the complainant with a written disposition of the complaint within ten (10) workdays. If no decision is rendered within ten (10) workdays, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. The School Compliance Officer shall maintain the School's files and records relating to the complaint.

D. The Superintendent will, within ten (10) workdays of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The Superintendent will render his/her decision within ten (10) workdays of the hearing.

E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.

F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case in the appropriate Federal District Court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

<u>OCR Complaint</u>

At any time, an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended ("ADA"), the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

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U.S. Department of Education
Office for Civil Rights
Cleveland Office
600 Superior Ave. East, Suite 750
Cleveland, Ohio 44114-2611
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: http://www.ed.gov/ocr

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under Section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

New Guideline – Fall 2011

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2000 **PROGRAM**

2120	School Improvement
2131	Educational Outcomes for Students
2210A	Curriculum Development
2210C	Assessing the School's Curriculum
2210D	Premises about Learning
2210E	The Curriculum and Adult Roles
2220	Preparation for the World of Work
2225	Limited English Proficiency (LEP) Program
2230	Curriculum Guides
2231	Guidelines for Planning Effective Learning Activities
2240	Controversial Issues in the Classroom
2240B	Alternative Learning Activities for Opt-Out Students
2250	Innovative Projects
2260	Nondiscrimination and Access to Equal Educational Opportunity
2260D	Notice of Nondiscrimination
2260.01A	Section 504/ADA Prohibition Against Discrimination Based on Disability
2260.01B	Section 405/ADA Complaint and Due Process Procedures
2266	Nondiscrimination On The Basis Of Sex In Education Programs Or Activities
2270	Religion in the Curriculum
2330	Homework
2340A	Field Trip Guidelines
2340C	Overnight Trips (School-Sponsored)
2340E	Trip Leader’s Responsibilities
2340F	Chaperones for Trips
2370A	Virtual/Internet/Independent Study Options
2370C	Virtual/Internet Study Options
2412	Homebound Instruction Program
2413	Health Education Program
2416	Procedures for Inspection of Materials Used in Conjunction with any Survey, Analysis, or Evaluation
2418	Sex Education
2430	School-Sponsored Clubs and Activities
2510	Selection of Textbooks
2521A	Selection of Instructional Materials and Equipment
2521C	Resource Speakers
2531	Copyrighted Works
2605	Program Accountability and Evaluation
2623	Student Assessment
2624	Student Portfolios

Revised Fall 2011; Fall 2012; Fall 2013; Spring 2014; Spring 2015; Spring 2016; Fall 2017; Fall 2019; Spring 2020; Special Release – July 2020

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SCHOOL IMPROVEMENT

The School has established a school improvement process that will function under the leadership of the School Improvement Team, consisting of the following persons:

A. professional staff members;

B. support staff members;

C. parents;

D. students;

The purpose of the School Improvement Team is to focus on programs and procedures that meet one (1) or more of the following objectives to help the School achieve its educational mission:

A. to result in a more effective use of existing resources;

B. to strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the School;

C. to articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals;

D. to be sustainable, using existing resources or those that the School can obtain for long-term use.

The School will establish a three (3) to five (5) year improvement plan which shall accomplish the following:

A. identify adult roles for which students need to be prepared;

B. identify the education and skills students need to fulfill the adult roles;

C. determine the extent to which the School's curriculum provides adequate opportunity for students to acquire the skills needed to fulfill the adult roles;

D. identify the revisions (additions or deletions) that need to be made in the curriculum for students to develop and apply their knowledge and skills to fulfill adult roles;

E. identify the specific means by which the curriculum revisions will be made and implemented;

F. develop alternative means and methods to provide reliable and valid assessment of each student's ability to demonstrate achievements, skills, and competencies;

G. provide strategies to integrate evolving technology into the School's curriculum;

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H. provide age-appropriate opportunities for structured, on-the-job learning to be combined with classroom instruction.

In developing the School's plan, the School Improvement Team should make use of the following administrative guidelines:

A. AG 2250 for preparing proposals for new or revised programs and projects

B. AG 2210C and Form 2210 F1 for analyzing the quality of the School's current learning programs to determine needed revisions to programs

C. AG 2252 for developing plans

D. AG 2210D for identifying adult roles and identifying prerequisite knowledge and skills for fulfilling adult roles

E. AG 2605 and AG 2624B for providing authentic assessment of student learning

F. AG 2210 and AG 2131 for designing or redesigning learning programs

All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250 and submitted to the Board for final approval by no later than June 30th. Once approved by the Board, a copy of the School's plan is to be sent to the State Department of Education prior to September 1st of each year.

A copy of each school improvement plan is also to be sent to the ISD.

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EDUCATIONAL OUTCOMES FOR STUDENTS

The following characteristics should be true of the School's statements of educational outcomes for students that will guide the development of outcomes-based curriculum:

A. Each outcome should be concise and understandable to staff, students, parents, and the community.

B. Each outcome should encompass previous learning and require the student to integrate, and then apply, certain knowledge, skills, and attitudes in order to demonstrate achievement of the outcome.

C. Each outcome should constitute learning with the following characteristics:

1. *durable*: will be useful to the student for a considerable period of his/her lifetime;

2. *significant*: will have a major effect upon how the student will function;

3. *transferable*: will be useful in meeting needs in other educational programs, the world of work, and/or the student's personal life.

D Each outcome should be feasible for the staff and students to accomplish.

E. Each outcome should be measurable on a cumulative basis and at different stages of the student's career in the School. The measurement should be both valid and reliable.

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CURRICULUM DEVELOPMENT

The School's curriculum development will be managed through the leadership of the administration.

A. The Curriculum Committee will be a standing committee. The people on this committee may change from time-to-time, but each of the areas of membership must be represented at all times.

B. The responsibilities of the committee/administrator are the following:

1. continually evaluate selected areas of the School's curriculum development process;

2. establish priority areas for revision;

3. establish working committees in the selected areas;

4. maintain liaison with working committees to determine progress and assist with possible problems;

5. determine the best methods to implement a newly developed or revised curriculum, including faculty orientation;

6. develop or advise on in-service programs and seminars needed to strengthen and enrich the School's curriculum;

7. establish and implement procedures for effective evaluation of curriculum.

Upon approval of the Committee and Superintendent all new or revised programs, curriculum, and/or curriculum guides will be forwarded to the Board for final approval.

Guidelines for Program Development

The Michigan Curriculum Frameworks shall be used in developing, redesigning, or aligning a learning program. A working committee should use the following questions as planning guidelines to prepare each component designated by the Board in its curriculum policy:

Component #1 - Intended Program Benchmarks (Applied Learning)

What are the expected results of this program?

What will students be able to accomplish as a result of properly completing this program?

What kinds of products, demonstrations, or performances will students be able to produce?

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What kinds of situations will students be able to effectively deal with through integration and application of the knowledge, attitudes, and skills this program should develop?

Component #2 - Intended Learning (Skills, Attitudes, Knowledge)

Skills

What are the skills needed to accomplish the program benchmark(s)?

Which are new skill areas, and which are applications of skills learned earlier?

What are the standards (result, time, process, etc.) for performance of each skill needed by the student to accomplish the intended program benchmark?

How will the skills be sequenced?

What will be the means for the initial assessment of each skill?

Are the means both reliable and valid?

Attitudes

What particular actions must a student be willing to take consistently, if he/she is to accomplish what this program intends?

Which of these are applications of previously formed attitudes and which need to be developed in this program?

Knowledge

What concepts and cause/effect principles must students be able to use to accomplish the intended program benchmarks?

Which of these should the student already have learned?

Which will need to be learned or extended during this program?

What level of understanding of each is needed for a student to accomplish the program benchmarks?

Component #3 - Learning Activities

Skills

What will be the nature and frequency of practice?

What opportunities will be provided for the student(s) to critique performance of each skill against the established standards?

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Attitudes

What will be the means for initial assessment of attitudes? What activities will be needed to reinforce the current, desired attitudes?

What activities will be needed to develop the new attitudes?

What opportunities will be provided for students to assess their own progress in forming/applying these attitudes?

Knowledge

What will be the means for initial assessment?

Are these means both reliable and valid?

What activities are needed for the student to form or extend his/her understanding of the concepts and cause/effect principles?

What will be done to provide evidence that the student has developed the necessary level of understanding?

Rotation

How will the activities be rotated within a unit between introduction, data-gathering, processing of information, synthesis, and application to ensure full, balanced learning?

What are the contingencies when a student fails to accomplish the intended learning?

How will the components of the program be sequenced?

Is the particular sequence critical to the benchmarks or are variations appropriate? If so, what are some of the feasible, appropriate variations in sequence?

Component #4 - Methods of Instruction

What particular instructional strategies are needed for students to develop each type of learning and then make appropriate applications?

Which of these strategies and techniques are the instructors currently able to employ at the needed proficiency level?

What kind of assistance will be provided either through the program or staff development?

Will staff development sessions be provided or are instructors expected to make program applications of the strategies on their own?

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Component #5 - Materials and Resources

What materials/resources will be used to provide students with the information needed to develop the knowledge, attitudes, and skills?

Will texts and other selected materials/resources be analyzed to ensure they contain the appropriate information for these particular learning?

To what extent do the materials/resources allow students to develop and apply their own learning, as opposed to just memorizing those of the author?

Do the materials/resources meet the selection criteria for texts and other learning resources as established in the School's administrative guidelines AG 2510 and AG 2521A, AG 2521B, and AG 2521C?

Component #6 – Evaluation

See guidelines for Program Evaluation in AG 2605.

Component #7 - Financial Needs and Constraints

How closely did the actual costs of development/revision match the budgeted costs?

Will the costs of implementation stay within current and estimated budgets?

Introduction of New and/or Revised Curriculum and Curriculum Guides

In planning the introduction of a new or revised curriculum, it is essential to orient and prepare teachers to make the most effective use of the curriculum. In-service programs, provided by school personnel or outside consultants, should include activities related to the use of the curriculum and to the criteria and standards required for proper evaluation of both student benchmarks and curriculum utilization.

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ASSESSING THE SCHOOL'S CURRICULUM

The curriculum, benchmarks and other programs that comprise the learning plan for the School's needs to be continually assessed. Knowing the strengths and weaknesses of the total curriculum and of each learning program is the first step in producing a quality revision or update.

Curriculum Framework

The learning benchmarks for each grade level and skills area must be periodically analyzed to ensure that:

A. the learning benchmarks (intended learning/desired outcomes) for each grade or level are building cumulatively toward student accomplishment of the learning benchmarks at each grade (or level) and for the entire curriculum area;

B. no gaps appear in the learning that would inhibit a student from accomplishing the learning benchmarks; and

C. no unnecessary duplications or redundancies occur in the learning or the learning benchmarks.

Learning Programs (Curriculum)

Prior to undertaking the revision of a curriculum or any other learning program offered by the School, the working committee should use Form 2210 F1 to conduct an analysis of each of the six (6) components that should comprise any effective program or course. These components are as follows:

A. exit standards and benchmarks;

B. intended grade level standards and benchmarks;

C. learning activities;

D. methods of instruction;

E. materials and resources; and

F. assessment.

If conducted properly, the assessment should yield valuable information about both the strengths and weaknesses of the program. This information can then serve as a guide to the revision process, along with other guidelines provided in AG 2210 and AG 2605.

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PREMISES ABOUT LEARNING

In designing or revising any of the School's learning programs, recommended teaching and learning strategies should be based on the following convictions about learning and the instructional process:

A. All learning is self-generated. It cannot be given or received.

B. The only evidence of learning is the learner's demonstration of his/her ability to do something (mentally or physically) that he/she could not do (or do as well) before instruction.

C. Learning comes in three forms:

Knowledge (facts, concepts, cause-effect principles);

Skills (result-producing actions, improvable through practice); and

Attitudes (mindsets-for-action, directed toward a referent).

D. Each form of learning requires the learner to use a different sequence of thinking and physical actions (i.e., knowledge is not learned in the same way as skills, etc.).

E. Knowledge is usually a prerequisite for learning attitudes and skills. Knowledge and skills are prerequisites to learning attitudes.

F. Students learn some things without being aware of what they are learning (mannerisms, some habits, etc.).

G. Students generate conscious learning by using specific thinking skills to gather and process information.

H. Information consists of facts and inferences used to generate knowledge, skills, and attitudes.

I. Someone else's knowledge is only information to the learner. Such information can be given and/or received in three forms:

real (information containing all of the characteristics or dimensions the learner needs to acquire, e.g., a live, on-site demonstration of a procedure);

representational (information containing some, but not all, of the characteristics the learner needs to acquire, e.g., a video taped demonstration of a procedure); and

symbolic (information containing none of the characteristics of what the learner needs to acquire, e.g., a written description of a procedure).

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J. Information is meaningless unless the learner can relate it to personal experience. For a learner to develop knowledge about something, he/she needs to have personal experience that deals with the knowledge.

K. Learning is useful only when the learner can apply it properly in new situations to achieve needed results.

L. The quality of learning is only as good as the quality of the result it produces. The quality of the result is only as good as the mental and physical actions that produce it.

M. Instruction is the process for generating learning and its application through the learner's use of appropriate thinking skills and physical actions to gather, retrieve, and process relevant information.

N. The quality of instruction is only as good as the quality of defined learning it allows students to produce and the quality of the confirmation of the learning.

O. Instruction can produce intended learning (means) or learning outcomes (applied learning or ends). For instruction and learning to be effective, "means" learning should build cumulatively toward learning outcomes.

P. Learning outcomes of an educational program should be durable, significant, and transferable.

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THE CURRICULUM AND ADULT ROLES

The curriculum should make it possible for students to develop the knowledge and skills necessary to function effectively as an adult in our society. Each School Improvement Team should review the descriptions below and select the roles to incorporate into the School's plan, so the curriculum in each school can incorporate the same end-results for students.

Along with the selected roles, each School Improvement Team should provide both modifications and descriptions of the roles and ratings that indicate the relative importance of each one.

Our society expects educated, mature, adults to assume two (2) primary responsibilities that require the adult to participate in various roles if the responsibilities are to be fulfilled well enough to meet the needs of the individual and society.

RESPONSIBILITY #1: MAINTAIN SELF-SUFFICIENCY

Perform the tasks which provide for one's own needs and the needs of those for whom one is responsible.

Role #1 - Maintain Physical/Psychological Self-Sufficiency

Perform the tasks required to keep one's body and personality functioning efficiently and as free of disease and harm as possible.

Role #2 - Maintain Intellectual Self-Sufficiency

Perform the tasks required to use one's mind to learn what is needed or desired.

Role #3 - Maintain Economic Self-Sufficiency

Perform the tasks required to obtain needed and/or desired goods and services and to efficiently manage one's resources.

Role #4 - Maintain Social Self-Sufficiency

Perform the tasks needed to interact effectively and productively with others in the work and social environment.

Role #5 - Maintain Philosophical/Aesthetic Self-Sufficiency

Perform the tasks required to make justifiable judgments about beliefs, ideas, actions, things, events, and other phenomenon.

RESPONSIBILITY #2 - PARTICIPATE IN SOCIETY

Perform the tasks, independently and in concert with others, to maintain and improve the functioning of society and the condition of the social/physical environment.

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Role #1 - Participate in the Maintenance/Improvement of How Society Functions

Perform the tasks associated with fulfilling one's responsibilities to help society survive and function effectively for the well-being of all of its members.

Role #2 - Participate in the Maintenance/Improvement of a Life-Supporting Physical/Social Environment

Perform the tasks associated with fulfilling one's responsibilities to help society maintain and, if possible, improve an environment in which human and other forms of life can survive and flourish.

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PREPARATION FOR THE WORLD OF WORK

One of the desired educational outcomes of the School is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work. Board Policy 2220 directs the administration and staff to include a learning outcome for each course of study that requires students to demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.

For students to develop these basic "workplace behaviors," teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.

As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the same behaviors expected of the students.

These attitudes and behaviors are to be made a part of the student's final grade in a course after teachers determine the best method for grading such learnings and their weight, relative to academic content of each program. At the beginning of each course and prior to the end of each marking period, students should be informed that the "workplace behaviors" will be part of the grade for the course.

The School has prepared a Form 2220 F1 to provide a list of workplace competencies that business and industry consider of primary importance. Surveys of employers indicate they are more interested in young people reflecting these behaviors than in technical knowledge and skills that can be developed by the employer. The form can be used, initially, to help staff formulate course of study learning objectives that will produce the desired outcomes. Additionally, the form facilitates the grading of each behavior. Form 2220 F2 is designed for students to develop and maintain an awareness of these competencies and for teachers and counselors to use in their discussions with, and evaluations of, students.

Since the development of good work habits takes time, effort, and continued reinforcement, such learning should start when the student enters the School and should build, with increasing emphasis, throughout each level. The relative grading weight for these behaviors should also increase commensurately.

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LIMITED ENGLISH PROFICIENCY (LEP) PROGRAM

Reference: A.C. 390.1521 et seq.
Resolution of Michigan Merit Award Board, 2001-02

The Board believes in the importance of providing English language instruction to students in the School who are Limited English Proficient (LEP), including immigrant children and youth. The Board's Limited English Proficiency Program (LEP Program) shall be provided to enable LEP students to become competent in listening, speaking, reading, and writing the English language and to effectively participate in the School's educational program. The Board will adhere to the procedures set forth in these guidelines to ensure that LEP students are properly identified; regularly assessed; provided with high quality language and academic instruction; achieve English language proficiency; and meet the same challenging State academic content and student achievement standards as all students in the School are expected to meet.

The LEP Program shall be an essential component of the School's educational program and shall use language instruction curricula tied to scientifically based research and designed to effectively meet the special and diverse needs of LEP Program students. The overall instruction and curriculum content of the LEP Program shall be based on State instructional objectives, goals, and proficiency standards.

Identification and Assessment

Each student enrolling in the School for the first time will be required to complete a Home Language Survey (see Form 2225 F1) to identify if the student's primary or home language is other than English. Additionally, all current students will be required to fill out a Home Language Survey. Each completed survey will be included as a part of the permanent record of each student in the School. Each student who identifies that his/her primary or home language is other than English will be assessed in order to determine if he/she is LEP and needs special language assistance to effectively participate in the School's educational program. Such assessment will be administered in accordance with the age and educational level of the student. Based on the assessment results, the School will determine whether the student is eligible to participate in the LEP Program.

Parental Notification and Consent

If a student is identified and assessed as LEP and is determined to be eligible for services, the School will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks after the assessment (if the student is not identified prior to the beginning of the school year) and will include information regarding the following:

A. the LEP Program and the reasons for the student's identification and assessment;

B. the student's level of English proficiency;

C. the method of instruction to be used in the student's program;

D. how the program will meet the educational strengths and needs of the student;

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E. how the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

F. the exit requirements for the program, expected rate of transition, and expected rate of graduation;

G. parental rights; and

H. how the program meets the needs of the student's IEP, if applicable.

No student will be placed in the LEP Program without having received consent from the student's parents. Additionally, the student's parent(s) will be given a meaningful opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. If the student fails to make progress on measurable objectives, the Board shall provide the parent with notice of such failure within thirty (30) days after the failure occurs.

Placement and Services

Each student who is eligible to participate in the LEP Program will be placed in a setting appropriate for his/her age, grade level, and language and educational needs.

In addition to placing a student in a setting that will help him/her learn English and attain State academic content and achievement standards for grade promotion and graduation, the Board will provide other services based on the needs of individual students.

Annual Evaluation

Each student shall be tested on an annual basis and monitored to determine how well he/she is learning English and becoming more proficient in listening, speaking, reading, and writing the English language. Students will also be tested in the academic content areas of reading/language arts, math, and other core academic subjects. The School will provide each student's parents with the results of the tests so they will know how the student is progressing.

MEAP Tests

LEP students may be given accommodation on the Michigan Educational Achievement Program (MEAP) Testing, in accordance with the Regulations and Rules governing the testing.

Exit Procedures

Once a student has been placed in the LEP Program, he/she will be provided with services and evaluated on an annual basis until it is determined that the student is proficient enough to meaningfully participate in the School's regular educational program. Teacher recommendation will initiate the process for the student to exit the LEP Program. Once a student has been identified for exit, he/she will be reassessed.

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In determining whether a student is able to participate in the regular educational program, the School will evaluate factors including, but not limited to, the following:

A. the results of the assessment;

B. the teacher recommendation that the student is ready to exit from the program;

C. if the student is able to keep up with his/her non-LEP peers in the regular educational program; and

D. if the student is able to participate successfully in essentially all aspects of the School's curriculum without the use of simplified or modified English language materials.

Additionally, the overall retention and dropout rates of LEP Program students may be evaluated to determine if such rates are similar to the student's non-LEP peers.

Upon exit from the LEP Program, a student will be monitored for a period of up to two (2) years to determine whether he/she is achieving academically and continuing to achieve English language proficiency.

Data

The School shall maintain records on all LEP Program students, indicating the annual increases in the number or percentage of students making progress in learning English; attaining English proficiency by the end of the school year; and making adequate yearly progress.

Also, in its annual report card, the Board shall include sufficient data to yield statistically reliable information, as determined by the State, without revealing personally identifiable information about an individual student.

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CURRICULUM GUIDES

Any curriculum guide developed as a result of a new or revised curriculum should incorporate the following features:

A. The General Purpose
General purposes should be broadly stated and should include the philosophy and expected learning at each grade level.

B. The Learning Goals
Such goals should state the particular behaviors the students are expected to demonstrate when the purpose of each benchmark is achieved at the desired level of performance.

C. Content/Concept

The content should be organized in ways that will provide for applied learning of the concepts involved in the learning at each grade level. All curriculum shall be aligned with the Michigan Curriculum Frameworks.

D. Methodology

The curriculum guide should include learning activities that ensure the students can achieve the benchmarks established for the grade level. Instructional strategies for teachers to utilize should relate directly to helping students participate properly in learning and applying the important concepts contained in the content. The guide also should indicate the resources necessary for the learning activities to function as intended.

E. Student Evaluation
Procedures for student evaluation should be included in the guide. Procedures may include pencil and paper tests, if such tests will confirm and demonstrate that students are achieving the desired learning.

F. Resources

A list of the people, materials, equipment, etc. that will be available to help students/teachers accomplish the benchmarks should be included in the guide.

G. Physical Appearance of the Guide
The cover of the guide shall be printed wherever possible. On it should appear the School's emblem and some symbol or drawing representing the discipline. A written preface should introduce the guide and should clearly state the purpose and rationale for the program. A list of the committee members should also be included as well as the date of publication.

Each curriculum guide shall be consistent with the curriculum of which it is a part.

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GUIDELINES FOR PLANNING EFFECTIVE LEARNING ACTIVITIES

	WHAT	WHY	HOW	WITH WHAT	RESULT
1.	Determine and justify specific learning needs.	Unless the teacher is clear about what students need to learn and why, the learning time is easily wasted, and there is no focus to the student's learning effort.	Determine what learners need to know or be able to do. Compare need with what they currently know or can do. Select first essential learning gap to be filled.	Course of Study, direct observation, staff input, teacher guides, etc.	A concise statement of the learning needs (links the content with learning task).
2.	Describe the needed or desired learning result.	Unless a teacher/learners have a clear picture of the outcome, needed achievement can't be confirmed, and the learning can't be adequately justified.	Form a mental picture of what the situation would be like if the learning need has been met both appropriately and sufficiently.	Personal knowledge of such a result or a description of the learning results as provided by a competent resource.	A complete, accurate description of what learners will have said or done at the completion of the learning task.
3.	Decide on the learning and the associated teaching strategies needed to produce the learning result.	This decision circumscribes the necessary sequence of events so that time/effort are not wasted on unproductive actions.	Analyze the learning result by asking "What do learners need to do to achive this result?" Then ask, "What do I need to do for students to participate effectively in the learning?"	Previous experience or reference to effective learning/teaching strategies.	A list of teaching strategies or, if necessary, a list of essential actions.
4.	Select needed materials and/or resource people.	Without the information available in appropriate forms, learners/teachers do not have the content necessary to produce the learning result.	Refer to Course of Study or other resources that provide the essential data. Examine carefully to confirm data is complete, accurate, and appropriate for the particular learners.	Course of study, task analyses, personal knowledge of related situations, media centers, etc.	A complete, accurate description of the critical informaiton as well as the means for its presentation.

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	WHAT	WHY	HOW	WITH WHAT	RESULT
5.	Determine the procedures for managing and organizing materials and learners.	Because any learning activity can take place in a variety of ways, it is economical and efficient to determine ahead of time the most favorable, possible conditions for achieving the learning result.	Decide how students will be organized first. Ask yourself, "What are the most effective ways for students to be organized so they can achieve the result?" Then consider materials – how many, when, where, etc.	Notes from previous lessons, references which describe how to establish a productive learning environment, etc.	A description of the physical arrangements of students and materials plus the schedule for conducting the learning activities.
6.	Decide on the Initiating Procedure.	Essential to establishign focus and relevance for learners.	Refer to learning result for designing a lesson overview. Refer to Teacher Guides for general focus procedures and adapt them for the particular situation. To be sure the procedure will initiate relevant learning, examine on-focus learning behavior.	Step 2 of your plan, course of study, course guides, etc.	A statement students will understand concerning what is to be done, why, and the intended result. A question or direction that meets the criteria for initiating focused, relevant learning.
7.	Determine the follow-through procedures needed to ensure the learning result.	The learning result will not occur from the Initiating Procedure alone. Without well-planned follow-through, the prospects for students' achieving the needed result is almost nil.	Anticipate what could occur during the activity that could interfere with students' achieving the learning result. Design questions/directions that would effectively eliminate each of the identified learning roadblocks.	Previous experience with such activities, colleagues' advice, teacher guides, etc.	A list of questions and directions that ensure the achievement of the intended learning.

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	WHAT	WHY	HOW	WITH WHAT	RESULT
8.	Check internal consistency of each element in the plan.	It is easy to think of different elements as separate entitities and not as a necessary part of the whole process for achieving the needed result. If elements are not related, the result is in jeopardy.	Analyze the assessed needs vs the expected result and ask, "If this result were achieved, would the needs of the situation be met satisfactorily?" Then relate result to the lesson strategy, "If students do what is planned, could the result be achieved?" Then relate materials/ preparation to the result, "Do the materials and conditions provide what is needed to best ensure the students can/will achieve the learning?" Relate the Initiating Procedure to the result, "If I did this, could students get started on focus?" Lastly, relate follow-through procedures to result, "Is there anything I haven't anticipated that could interfere with students' achieving the needed learning result?"		
9.	Design follow-up activities.	If students achieved the result, the learning lesson should be used to apply or reinforce, or to develop new, related learnings. If not, lack of learning need to be addressed.	Plan additional lessons using these guidelines and the experiences of this lesson.		

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CONTROVERSIAL ISSUES IN THE CLASSROOM

The following guidelines are designed to assist teachers in the instruction of controversial issues, defined in Policy 2240, in the classroom:

A. When a controversial issue is not part of a course of study, its use in the classroom must be approved by the Superintendent.

B. Before introducing a controversial issue, teachers should consider the following:

1. the chronological and emotional maturity of the students;

2. the appropriateness and timeliness of the issue, as it relates to the course and the students;

3. the extent to which students can successfully handle the issue from a personal standpoint;

4. the amount of time needed and available to examine the issue fairly.

C. The teacher should encourage students' views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views or toward a particular group.

1. Teachers should help students use a critical thinking process such as the following to examine different sides of an issue.

For each stated position, examine the following:

a. What is the person (group) saying?

b. What evidence is there that what is being said is true?

c. What is said that would lead you to think the position is valid?

d. What are the strengths and weaknesses of this position?

e. What do you think would happen if this point of view were accepted and put into practice?

For reaching conclusions, examine the following:

A. On balance, what do you think is the most reasoned statement? Why? What do you think is the most valid position? Why?

B. What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?

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ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS

Situations may arise in which the parent has requested that their child not participate in a particular instructional activity. Board of Directors' policy authorizes such requests to be honored if the reason relates to a conflict between the subject matter and religious or philosophical beliefs held by the parents. Requests may not be honored, however, if the reason relates, not to subject matter, but to pedagogy or other concerns. In such cases, the parent should be referred to the Superintendent.

When a student is to be excused from an activity, the teacher should do the following:

A. prepare an alternative activity in the general subject area that the student can do on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;

B. arrange for a properly supervised work location for the student that provides access to help, if and when needed;

C. try to ensure that there are no repercussions for the student, either academically or socially, as a result of not participating in the regularly-scheduled activity;

D. keep a record of the alternative activity for communication with the parents, if such information is requested.

Student Options for Animal Dissection Coursework

In accordance with Michigan State Board of Education policy, written requests regarding objections to animal dissection shall be honored. A student who objects to dissection activities shall be permitted to demonstrate competency through an alternative method. Teachers shall provide the student with an alternate project (i.e., completing modules on interactive computer software) that does not involve participating in or observing dissection and through which the student can learn and be assessed on the material required by the course. The alternate project shall be selected by the teacher and include a comparable amount of work to the dissection activity. As with other Opt-Out situations, there shall be no repercussions for the student, either academically or socially, as a result of not participating in the regularly scheduled animal dissection activities.

Revised Guideline Fall 2019

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INNOVATIVE PROJECTS

Any professional staff member may submit a proposal for an innovative program. When a proposal is presented, it should be forwarded to the Superintendent. Each proposal should contain a clear, adequate statement on each of the following:

A. Need – including importance relative to the School's goals.

B. Expected Result – including a description of how students, staff, or the School will be different as a result of the project.

C. Time Requirements – including any suggestions on how requirements can be met.

D. Personnel Requirements – including types, qualifications, costs, and availability.

E. Facilities/Equipment Requirements – including type, costs, and availability.

F. Strategies/Methodologies – including evidence of effectiveness in other settings.

G. Schedules – including suggestions for ameliorating any disruptions to current programs and schedules.

H. Evaluation – including what criteria and standards will be used to judge the success or worthiness of the project.

I. Follow–Up – including what could or should happen if the project results do, or do not, meet expectations.

After all of the above have been completed and forwarded to the Superintendent, he/she shall review the proposal with relevant parties. If appropriate, a presentation to the Board may be arranged.

If approval is forthcoming and the project is implemented, a written evaluation by the participating professional staff will be prepared at a stage mutually agreed upon.

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NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

These guidelines are established to assist in the proper implementation of Policy 2260.

That policy states:

The Board of Directors does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, military status, ancestry or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the School, or social or economic background, to learn through the curriculum offered in this School. Educational programs shall be designed to meet the varying needs of all students.

The School will identify, evaluate, and provide a free appropriate public education to students with disabilities (i.e. students who have a physical or mental impairment that substantially limits one (1) or more major life activities).

Sex-Based Harassment/Discrimination

The United States Department of Education, Office for Civil Rights (“OCR”) considers gender-based harassment to be a form of sex discrimination. In 2010, OCR stated:

Title IX prohibits harassment of both male and female students regardless of the sex of the harasser – i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.

Although Title IX does not prohibit discrimination based solely on sexual orientation, Title IX does protect all students, including lesbian, gay, bisexual, and transgender (LGBT) students, from sex discrimination. When students are subjected to harassment on the basis of their LGBT status, they may also be subjected to forms of sex discrimination prohibited under Title IX. The fact that the harassment includes anti-LGBT comments or is partly based on the target’s actual or perceived sexual orientation does not relieve a school of its obligation under Title IX to investigate and remedy overlapping sexual harassment or gender-based harassment.

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Courts have also endorsed this interpretation of Title IX.

Administrators and professional staff are directed to thoroughly investigate any allegations of gender-based harassment.

Any questions concerning whether alleged conduct might involve gender-based harassment/sex discrimination should be promptly brought to the Superintendent's attention.

Facilities

The educational program of this School shall be accessible to all students. All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise-qualified, student with a disability the opportunity to participate in the academic or other School program on the same basis as a non-disabled student.

Service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the School. (See AG 9160B)

Program

The educational program includes the academic and nonacademic settings. Each qualified, disabled student shall be educated with the non-disabled student to the maximum extent

appropriate. In the nonacademic setting, the disabled student shall participate with the non-disabled students to the maximum extent appropriate to the needs of the disabled student.

The Superintendent shall ensure that the procedures used with students and parents for selection of and participation in any part of the School's academic, co-curricular, or extra-curricular program do not discriminate on the basis of the Protected Classes. (See AG 2411 - Guidance and Counseling).

Complaints

All complaints shall be handled in accordance with the procedure described in AG 2260B. Section 504 does not establish timelines for submission of a hearing request nor does it define "impartial hearing" or require that the selection of the hearing officer be mutually agreed-upon by the School and the parents. The impartial hearing officer should be someone who is not an employee or under contract to this School in any capacity other than to provide this service as a hearing officer. The complainant is to be informed that s/he may contact the U.S. Department of Education's Office of Civil Rights at any time.

Revised Fall 2012; Spring 2014

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SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE

The Superintendent establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the School.

Building principals shall serve as Building Section 504/ADA Compliance Officers ("Building Compliance Officers").

A person with a disability is anyone who:

A. has a physical or mental impairment that substantially limits one or more major life activities;

B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or

C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

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1. neurological;

2. musculoskeletal;

3. special sense organs;

4. respiratory, including speech organs;

5. cardiovascular;

6. reproductive;

7. digestive;

8. genito-urinary;

9. hemic and lymphatic;

10. skin; and

11. endocrine; or

B. any mental or psychological disorder, such as intellectual disability organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

Individual with a disability does not include the following (i.e., Section 504 specifically excludes):

A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use

B. an individual on the basis of homosexuality or bisexuality

C. an individual on the basis of:

1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;

2. compulsive gambling, kleptomania, or pyromania; or

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3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;

B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or

C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities, providing educational services, the School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The School will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The School further will provide a free appropriate public education ("FAPE") to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities). Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their peers without disabilities to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services, and activities Qualified students with disabilities will be afforded accommodations/modifications/interventions to the School's non-academic and extra-curricular service and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the School will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the School's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

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If a parent disagrees with a determination made by the School's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the School (see AG 2260.01B).

Alternatively, the parent may file an internal complaint. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if s/he first opts to try to resolve his/her dispute through the internal complaint process.

Procedures Applicable to Section 504 Referrals/Evaluations/Plans

Annually the School will undertake to identify and locate every qualified person with a disability residing in the School who is not receiving a public education, and notify the person and their parents or guardians of the School's duties and responsibilities under Section 504.

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form (Form 2260.01A F4) and submitted to the Building Compliance Officer. Referrals may be made at any time. Parents may request a referral form by contacting the Building Compliance Officer or a School Compliance Officer.

Generally, a staff member should refer a student for an evaluation under Section 504 if s/he suspects that the student not only has a mental or physical impairment but also suspects an impairment substantially limits one or more major life activities. Examples:

A. A teacher knows only that a student has asthma, without any other information. Refer? No.

B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.

C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in gym. Refer? Yes.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) sent to the parents.

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The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the School does not suspect that a student has a mental or physical impairment that substantially limits one or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice (Form 2260.01A F18) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student has a disability under Section 504. Parents will be afforded the opportunity to meaningfully participate and provide input into the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/ mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager is responsible for verifying that:

A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and

C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-evaluations

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice (Form 2260.01A F18) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

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Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene an Intervention Assistance Team ("IAT") Conference. The student's parents will be sent a letter inviting them to attend and participate in the IAT conference (Form 2260.01A F9). The letter to the parents should be sent at least seven (7) calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The IAT shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager, and the parents. The IAT may also include general education teacher(s), student, guidance counselor, school psychologist, the School's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability that makes him/her eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the impairment/condition and determine whether it substantially limits one or more major life activities), and, if so, determines whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the School's programs and activities on an equal basis to students without disabilities.

The Building Compliance Officer will serve as the Chairperson of the IAT Conference. The Chairperson has the following responsibilities:

A. at each IAT Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3)

B. gather information

C. organize the presentation of the data

D. coordinate the deliberation of Section 504 eligibility (see Form 2260.01A F11):

1. Does the student have a physical or mental impairment?

2. Does that impairment "substantially limit one or more major life activities"?

3. Does the team have the data to justify a disability determination?

4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the IAT Conference, the IAT will determine needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

A. adjusting testing procedures;

B. individualize classroom assignments, homework;

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C. provide staff interventions;

D. utilize assistive technology;

E. provide a buddy to take notes;

F. provide an interpreter (for students or adults);

G. modify materials, adjust the reading level;

H. modify the organization of the student's day;

I. facilitate or modify parents/student/teacher/staff communication;

J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal).

K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.

The accommodations/modifications/interventions will be individualized to meet the needs of the student.

In interpreting data and making placement decisions, the School will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

Possible Outcomes of the IAT Meeting

A. Student is eligible for a Section 504 Plan (Form 2260.01A F13). The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01 F10). Section 504 Plan is developed by the IAT. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

B. Student is ineligible for a Section 504 Plan. The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F10). Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

1. The IAT determines if the student needs interventions pursuant to the RtI Plan. If RtI is determined to be appropriate, the IAT will develop strategies to provide necessary interventions. The interventions should be documented on Rti paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the School Compliance Officer.

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2. Student will be served appropriately in the regular education program without written interventions.

C. The IAT determines that it needs to collect more information before making an eligibility determination; or

The Summary Evaluation Report (Form 2260.01A F10) shall reflect the determination on the issue of whether the student has been identified as having a qualified disability under Section 504. This document should be reviewed periodically.

Section 504 Plan

If a student is identified as having a disability pursuant to Section 504, and the IAT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the School's programs and activities on an equal basis to students without disabilities, the IAT will develop and complete the Section 504 Plan (Form 2260.01A F13). Aside from the description of the student's disability and the special education or related aides and services needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of students without disabilities. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the IAT, including the parents. A copy of the Plan will be sent to the School's Compliance Officer and the Building Compliance Officer as soon as possible. A copy of the Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the School. If the parents do not attend the meeting to develop a Section 504 Plan, the School will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the initial Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the School may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) that explains their right to challenge the School's actions. Regardless of whether it is an initial or subsequent plan, a copy of the Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:

A. informing staff that the Section 504 Plan is a legal document;

B. writing and distributing the Section 504 Plan;

C. Encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;

D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to the School Compliance Officer.

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Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

A. Prior to the beginning of each school year:

1. The Building Compliance Officer or his/her designee is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.

2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.

B. Within the first two (2) months of the school year:

1. The Building Compliance Officer must notify the student's parents that the IAT needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.

2. The Building Compliance Officer must schedule an IAT meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form (Form 2260.01A F17) must be completed at the meeting. The IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.

3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the School Compliance Officer by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.

4. Updated copies of the student's Section 504 Plan will be distributed to all of the students' teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the IAT at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of a IAT meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

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Parents' Options If They Disagree with the School's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the IAT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the School. See AG 2260.01B - Section 504/ADA parents' procedural rights, including Due Process Hearing. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try and resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the School's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the School complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

Facilities

With regard to accessibility of facilities, the School will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will serve persons with disabilities in the most integrated setting appropriate.

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SECTION 504/ADA – PARENTS' PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING

Procedural Information and Rights

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may have a disability under Section 504, but not also qualify under the IDEIA:

A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;

B. parents have the right to be advised of their rights under Section 504;

C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;

D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students without disabilities to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.

E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;

F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;

G. parents have the right to have their child transported in a non-discriminatory manner;

If the School refers a student for aids, benefits, or services outside the School, the School will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the School.

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H. Parents have the right to place their child in a private school or alternative educational program;

However, if the School makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the School is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the School;

J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;

K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;

L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;

M. parents have the right to a response from the School to reasonable requests for explanations and interpretations of their child's education records;

N. parents have the right to receive all information in the parents' native language and mode of communication unless it is clearly not feasible to do so;

O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;

P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

If the School refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.

Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;

R. parents have the right to file an internal complaint;

S. parents have the right to be represented at any point in the process by an attorney;

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T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);

U. parents have the right to be notified of their Section 504 rights:

1. when evaluations are conducted;

2. when consent for an evaluation is withheld;

3. when eligibility is determined;

4. when a Section 504 Plan is developed; and

5. before there is significant change in the Plan.

Due Process Hearing

A. Students and their parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) (i.e., by a person not employed by the Board of Directors, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing)--regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents or guardian and representation of counsel, and their right to examine relevant education records.

B. The School will maintain a list of trained IHOs that may include IDEA hearing officers, attorneys, and Directors of Special Education outside the School. The School Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the School. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.

C. A party to such a due process hearing shall have:

1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;

3. the right to a written or electronic verbatim record of such hearing; and

4. the right to written findings of fact and the reasons for the decision.

D. The IHO shall conduct the due process hearing within a reasonable period of time.

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E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

1. a statement of time, place and nature of the hearing;

2. a statement of the legal authority and jurisdiction under which the hearing is being held;

3. a reference to the particular section of the statutes and rules involved;

4. a statement of the availability of relevant records for examination;

5. a short and plain statement of the matters asserted; and

6. a statement of the right to be represented by counsel.

F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

G. The IHO shall make a full and complete record of the proceedings.

H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the Americans with Disabilities Act ("ADA"), or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected those laws.

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NOTICE OF NONDISCRIMINATION

The public notice contained on Form 2260 F8 - Notice of Nondiscrimination is to be disseminated at least annually to students, parents, employees, and the general public.

This notice may be placed in the following documents prepared by the School:

A. Parent/Student Handbooks

B. Staff Handbooks

C. Course Catalogs

D. Application Forms for Enrollment and Employment

E. Recruitment Materials for Students and for Staff

To inform the general public, the notice should be sent to the local newspaper(s).

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NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

Reference: 20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983
34 C.F.R. Part 106
OCR's Revised Sexual Harassment Guidance (2001)
20 U.S.C. 1092(F)(6)(A)(v)
34 U.S.C. 12291(a)(10)
34 U.S.C. 12291(a)(8)
34 U.S.C. 12291(a)(30)

This guideline provides additional information about the School's procedures in addressing allegations of sex discrimination, including Sexual Harassment. All information below supplements Board Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities. To the extent, there is a conflict between these guidelines and Policy 2266, the Policy controls.

General Information

Sexual Harassment: Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following:

A. A Board or Educational Service Provider employee conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);

B. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature that is determined by a reasonable person to be so severe, pervasive, *and* objectively offensive that it effectively denies a person equal access to the School's education program or activity; or

C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Sexual Harassment may involve the behavior of a person of any gender against a person of the same or another gender.

The following conduct – if sufficiently severe, pervasive, *and* objectively offensive – may constitute Sexual Harassment (this list provides examples and is not meant to be exhaustive or exclusive):

A. unwelcome sexual propositions, invitations, solicitations, and flirtations;

B. unwanted physical and/or sexual contact;

C. threats or insinuations implying that a person's conditions of education or employment may be adversely affected by not submitting to sexual advances;

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D. unwelcome sexual verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; unwelcome sexually degrading language, profanity, jokes, or innuendoes;

E. sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature;

F. unwelcome and inappropriate touching, patting, or pinching;

G. asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities;

H. speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;

I. giving unwelcome personal gifts such as lingerie that suggest the desire for a romantic relationship; and

J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.

Sexual assault, for purposes of Policy 2266, refers to any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent (e.g., due to the person's age, intellectual or other disability, or use of drugs or alcohol). Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape. All such acts of sexual assault are forms of Sexual Harassment and, in turn, sex discrimination prohibited by Title IX and Policy 2266.

Two critical components of assessing allegations of sexual assault involve the concepts of "consent" and a person being "incapacitated." Policy 2266 states that "consent" involves words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person, however, may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.

Determining whether there was consent is a critical factor in evaluating whether a sexual assault occurred. As defined above, consent is a mutual, voluntary, and informed agreement to participate in specific sexual acts with another person that is not achieved through manipulation, force, or coercion of any kind, and requires having cognitive ability to agree to participate.

Force involves the use, or the threatened use, of physical violence to achieve sexual access. Force further includes the use of a person's body in a physically imposing manner to elicit unwelcome or unwanted sexual contact. Coercion involves unreasonable pressure for sexual activity or contact.

Consent requires an outward demonstration, through mutually understandable words, conduct or action, indicating that an individual has freely chosen to engage in the specific sexual acts. A verbal "no" constitutes lack of consent, even if it sounds insincere or indecisive. Silence or an absence of resistance does not imply consent, and consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Even in the context of an ongoing relationship, consent must be sought and freely given for each specific sexual act. Consent may be withdrawn at any time. When consent is withdrawn, sexual activity must immediately stop.

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Impairment or incapacitation due to alcohol and/or drug use, permanent/ temporary mental or physical disability, and being below the age of consent (age 16) are factors that detract from or make consent impossible. Incapacity is defined as an inability to make rational, reasonable decisions or judgments. Incapacitation is a state where an individual cannot make an informed and rational decision to consent to engage in sexual contact because the individual lacks conscious knowledge of the nature of the act (e.g., to understand the "who, what, where, when, why or how" of the sexual interaction) and/or is physically or mentally helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware that sexual contact is occurring.

Incapacitation is found when the Respondent knew or should have known that the Complainant was incapacitated when viewed from the position of a sober, reasonable person. One's own intoxication is not an excuse for failure to recognize another person's incapacitation.

Incapacitation may result from the use of alcohol and/or other drugs; however, consumption of alcohol of other drugs, inebriation, or intoxication alone are insufficient to establish incapacitation. Incapacitation is beyond mere drunkenness or intoxication. The impact of alcohol or drugs varies from person to person, and evaluating incapacitation requires an assessment of how consumption of alcohol and/or drugs impacts an individual's:

1. decision-making ability;

2. awareness of consequences;

3. ability to make informed judgments;

4. capacity to appreciate the nature or circumstances of the act.

No single factor is determinative of incapacitation. Some common signs that someone may be incapacitated include slurred speech, confusion, shaky balance, stumbling or falling down, vomiting, and unconsciousness.

Title IX Coordinator(s)

The following individual(s) serve as the School Title IX Coordinator(s) and are responsible for overseeing and coordinating the School's efforts to comply with Title IX and its implementing regulations:

Superintendent
1026 Red Drive
Traverse City, MI 49684
231-946-4400

The Title IX Coordinator(s) reports directly to the Educational Service Provider. Questions about Policy 2266 and/or this Administrative Guideline should be directed to the Title IX Coordinator(s).

Notices

The Title IX Coordinator's(s') name(s), title(s), and contact information – including office address(es), telephone number(s), and email address(es) - must be published:

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1. on the School's website;

2. in the student, parent handbooks.

Board Policy 2266 must also be published on the School's website and in each handbook or catalog that the School makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board.

Reports of Sexual Harassment

All students and Board or Educational Service Provider employees share responsibility for avoiding, discouraging, and reporting Sexual Harassment.

The Title IX Coordinator(s) shall be available during regular school/work hours to discuss Title IX questions, including questions related to Sexual Harassment, and assist students, parents/guardians, employees, other members of the School community and Third Parties with any issues they may have related to Policy 2266. The Title IX Coordinator(s) shall accept reports of Sexual Harassment directly from any member of the School community or any Third Party. Reports may be submitted in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') published contact information, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-work hours).

The School will be considered to have actual knowledge of Sexual Harassment or an allegation of Sexual Harassment if: (1) a Formal Complaint is filed by a Complainant (or a parent/guardian on behalf of a minor child); (2) a Board or Educational Service Provider employee receives a report or otherwise has notice of an incident of Sexual Harassment or allegations of Sexual Harassment; or (3) a Board or Educational Service Provider employee witnesses the misconduct. The School may also receive notice about Sexual Harassment in an indirect manner from a member of the local community, social networking sites, the media, or if the information is shared by survivors during public awareness events or campaigns.

When a Board or Educational Service Provider employee files a report of Sexual Harassment or allegations of Sexual Harassment with the Title IX Coordinator, the employee is required to report all known details about the alleged Sexual Harassment, including: (1) the name of the alleged Respondent; (2) the person who experienced the alleged Sexual Harassment (i.e., the Complainant); (3) other persons involved in the alleged Sexual Harassment; and (4) any other relevant facts, such as date, time, and location.

When possible, before a reporting student or parent/guardian discloses the above information, the Board or Educational Service Provider employee should inform the student and/or parent/guardian of the employee's obligation to report the information to the Title IX Coordinator.

Upon receiving a report of Sexual Harassment or allegations of Sexual Harassment, the Title IX Coordinator will provide the appropriate notice to the Complainant, discuss supportive measures with the Complainant, and explain the Formal Complaint process. The Title IX Coordinator will also inform the Complainant that s/he is available to assist the Complainant in filing a Formal Complaint if that is what the Complainant wants to do. The Title IX Coordinator will further explain to the Complainant that Federal law includes protections against retaliation, and that the School will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

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If the report involves a student Respondent, while the Title IX Coordinator is communicating with the Complainant concerning supportive measures and whether to file a Formal Complaint, the Superintendent will determine whether the circumstances warrant consideration of emergency removal of the student Respondent.

If the Title IX Coordinator or Superintendent or Educational Service Provider decides that the situation calls for possible emergency removal of the student Respondent, the Title IX Coordinator or Superintendent or Educational Service Provider will convene a team of educators and other appropriate staff members (e.g., school psychologist, guidance counselor, mental health counselor, etc.) to conduct an individualized safety and risk analysis. The team will be tasked with determining whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal.

If the team determines the student Respondent poses such a threat, it will recommend to the Superintendent that the School implement an emergency removal (i.e., removal of the student Respondent from the school premises). If the Superintendent agrees with the recommendation, the Superintendent will notify the student Respondent, remove the student Respondent from the school premises for the remainder of the school day, and begin the process of suspending or expelling the Respondent pursuant to M.C.L. 380.1311. The student Respondent will have an opportunity challenge the team's recommendation and the Superintendent's corresponding decision to remove the student Respondent immediately following the implementation of the removal. The challenge may be filed directly with the Superintendent– even before any recommendation for expulsion is processed by the Superintendent – or by following the due process procedures outlined in Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students and Policy 5611 – Due Process Rights.

Formal Complaint of Sexual Harassment

The Complainant (or his/her parent/guardian if the Complainant is a minor) may file a Formal Complaint with the Title IX Coordinator. Alternatively, the Title IX Coordinator may sign a Formal Complaint. When deciding whether to sign a Formal Complaint, the Title IX Coordinator should consider a variety of factors, including but not limited to: (1) circumstances that suggest an increased risk of repeated Sexual Harassment, such as the alleged Respondent's previous history of threats; (2) whether the Sexual Harassment was perpetrated with a weapon; (3) the age of the student subjected to the Sexual Harassment; (4) and whether the school can obtain relevant evidence through other means, such as from security cameras or witnesses.

The Title IX Coordinator must balance the student's or parent's request that a Formal Complaint not be initiated with the School's obligation to provide a safe and non-discriminatory environment for all students.

Even when the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a Complainant; the Complainant remains the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

Upon receipt of a Formal Complaint, the School will follow its Grievance Process, and undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Grievance Process

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The School's grievance process are detailed in Policy 2266. The grievance process seeks a prompt and equitable resolution of the Formal Complaint.

It is critical that the Title IX Coordinator, and any investigator, decision-maker or person designated to facilitate an informal resolution, does not have a conflict of interest or bias for or against Complainants and Respondents generally or any individual Complainant(s) or Respondent(s).

The Title IX Coordinator shall appoint an investigator (unless the Title IX Coordinator intends to serve as the investigator) and a decision-maker to assist the School in resolving the Formal Complaint. Upon being assigned to conduct an investigation or to serve as a decision-maker, the investigator and the decision-maker shall confirm in writing that they do not have a conflict of interest or bias for or against Complainants and Respondents generally. The investigator and decision-maker shall also – after learning the name(s) of the Complainant(s) and Respondent(s) – confirm in writing that they do not have a conflict of interest or bias for or against the individual Complainant(s) and Respondent(s) involved in the specific Formal Complaint.

In appropriate circumstances, the Title IX Coordinator may appoint/assign a person to facilitate an informal resolution process. The facilitator must confirm in writing that s/he does not have a conflict of interest or bias for or against Complainants and Respondents generally, and does not have a conflict of interest or bias for or against the individual Complainant(s) and Respondent(s) involved in the specific Formal Complaint.

Within two (2) days of learning of the identity of the investigator, decision-maker, and/or facilitator of the informal resolution process, the Complainant and/or Respondent may submit a written objection to the Title IX Coordinator concerning the investigator, decision-maker and/or facilitator of the informal resolution process, based upon an actual or perceived conflict of interest or bias for or against complainants and/or respondents generally or either party to the Formal Complaint. The objecting party must explain the basis for the contention that the investigator, decision-maker and/or facilitator of the informal resolution process has a conflict of interest or is biased and submit any substantiating evidence. Within two (2) days of receiving the written objection, the Title IX Coordinator will decide whether to replace the investigator, decision-maker and/or facilitator of the informal resolution process, and notify the parties of the decision, including the reasons for it.

If there is an ongoing criminal investigation involving the incident that is the subject of the Formal Complaint, the Title IX Coordinator will seek to implement the School's grievance process in a manner that does not unduly impact the criminal investigation. To the extent appropriate, the Title IX Coordinator and/or the School-assigned investigator will consider whether information can be shared among the criminal investigators and the School-assigned investigator so that the Complainant(s) is/are not unnecessarily required to give multiple statements about an alleged traumatic event. If the investigation includes forensic evidence, the School-assigned investigator may consult with local law enforcement or a forensic expert to ensure that the School-assigned investigator is correctly interpreting the evidence.

While the School will not wait for the conclusion of a criminal investigation or criminal proceeding to begin its own Title IX investigation, it may delay temporarily the investigation portion of the grievance process while the police are gathering evidence. During this delay in the Title IX investigation, the Title IX Coordinator will implement supportive measures. The Title IX Coordinator will also continue to provide reasonable updates to the parties on the status of the investigation and inform the parties when the school resumes its Title IX investigation.

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If the Title IX Coordinator delays the investigation portion of a Title IX investigation due to an ongoing criminal investigation, it will promptly resume and complete the investigation once the School learns that the applicable law enforcement has completed its evidence-gathering stage of the criminal investigation. The School will not unreasonably delay its investigation or the determination of responsibility until the ultimate outcome of the criminal investigation or the filing of any charges. The School may work with its local law enforcement, and local prosecutor's office to learn when the evidence-gathering stage of the criminal investigation is complete.

Off Campus Sexual Harassment

The School is required to investigate a Formal Complaint that involves conduct that occurred in the School's education program or activity, even if the conduct occurred off school property. The School's education program or activity includes locations, events, and circumstances in the United States over which the Board exercises substantial control over the Respondent and the context in which the Sexual Harassment occurs. The Title IX Coordinator shall determine whether any alleged off-campus Sexual Harassment occurred in an educational program context or school activity. If it did, the grievance process shall apply and be implemented in the same manner as with an on-campus complaint. Whether the alleged misconduct occurred in this context may not always be apparent from the initial complaint, so the Title IX Coordinator may need to gather additional information to make such a determination. Off-campus educational programs and activities include school-sponsored field trips, athletic team travel, and school club events.

Upon receipt of a report of Sexual Harassment made pursuant to Policy 2266, the Title IX Coordinator will conduct a preliminary assessment to determine:

1. Whether the alleged conduct, as reported, falls, or could fall, within the scope of Policy 2266; and

2. Whether the alleged conduct, as reported, constitutes, or could constitute, Sexual Harassment.

If the Title IX Coordinator determines that the alleged conduct could not fall within the scope of Policy 2266, and/or could not constitute Sexual Harassment, even if investigated, the Title Coordinator will close the matter and notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act ("FERPA"). The Title IX Coordinator may refer the report to the Principal or another staff member, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of Policy 2266, and/or could constitute Sexual Harassment, if investigated, the Title IX Coordinator shall contact the Complainant.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

Upon receipt of a Formal Complaint, the Title IX Coordinator will confirm whether the alleged conduct falls within the scope of Policy 2266, including whether the conduct, as reported, constitutes or could constitute Sexual Harassment, and whether the incident(s) occurred within the context of the School's education program or activity. If the Title IX Coordinator determines the conduct did not occur in the context of an educational program or activity, or could not constitute Sexual Harassment, even if investigated, the Title IX Coordinator will dismiss the Formal Complaint but may refer the matter to the Principal to consider whether the alleged misconduct, while not a Title IX violation, may still involve the creation of an impermissible

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hostile or discriminatory environment that is prohibited under the Board's other nondiscrimination and anti-harassment policies.

Supportive Measures

Supportive measures involve non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent. Supportive measures must be offered to the Complainant after a report of Sexual Harassment is made and regardless of whether a Formal Complaint is filed, and to both the Complainant and the Respondent after a Formal Complaint is filed.

The School will implement supportive measures that are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment or deter Sexual Harassment. The School will contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures (e.g., instituting changes to extracurricular activities, transportation, and lunch in order to allow the Complainant and Respondent to avoid contact; informing the Complainant of other available resources, such as victim advocacy, academic support, disability services, health and mental health services, the right to report a crime to local law enforcement, the right to seek judicial no-contact, restraining and protective orders, and other forms of legal assistance).

The Title IX Coordinator will determine appropriate supportive measures on a case-by-case basis.

Notice Provided Prior to a Meeting, Interview

In advance of any interview, or meeting, the Title IX Coordinator, investigator and/or decision-maker will transmit a written notice to the Complainant and Respondent that includes:

1. a physical copy of Policy 2266 or a hyperlink to Policy 2266;

2. sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, including the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident (if known);

3. a statement that the Respondent is presumed not responsible for the alleged Sexual Harassment and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;

4. notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice;

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5. notifying the Complainant and Respondent of their right to inspect and review evidence;

6. notifying the Complainant and Respondent of the School's prohibitions on retaliation and false statements; and

7. information about resources that are available at the School and in the community.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Role of Advisors

All parties are entitled to have an advisor of their choosing to assist them throughout the grievance process. The advisor may be a parent/guardian, relative, friend, attorney, or any other supporter that the party chooses to advise them who is eligible and available. A party may not select a person who is identified as or may be called as a witness to serve as an advisor, with the exception of a parent/guardian.

The parties are expected to notify the Title IX Coordinator, investigator and/or decision-maker of the identity of their advisors at least two (2) days before any meeting, or interview. A party may change advisors during the grievance process but needs to provide a minimum of two (2) days advanced notice to the Title IX Coordinator, investigator and/or decision-maker, as appropriate.

A party's advisor is permitted to accompany the party in all meetings and interviews at which the party is entitled to be present, including intake, investigative interviews, and appeals. Advisors should help their advisees to prepare for each meeting.

Advisors are expected to conduct themselves in a professional and ethical manner, with integrity and in good faith.

All advisors are subject to the same rules, regardless of whether they are an attorney or not. The Title IX Coordinator, the investigator and the decision-maker shall have discretion to determine whether advisors may be permitted to present on behalf of the Complainant or Respondent in a meeting, or interview. Under no circumstances would a parent/guardian be prevented from doing so. Any limitations placed on the advisors shall apply to the advisors for all parties. If it is determined the advisors are not permitted to present on behalf of the Complainant or Respondent, the advisor should request or wait for a break in the proceeding before interacting with School officials. Advisors may confer quietly with their advisees as necessary, as long as they do not disrupt the process. Advisors may request breaks, as needed, in order to confer with their advisees.

Prior to the first meeting, or interview, the Title IX Coordinator, the investigator or the decision-maker will meet or speak with the advisors to clarify their roles and answer any questions they may have.

Advisors are prohibited from interfering with the investigation or the grievance process. If an advisor acts in a disruptive manner or outside the role at a meeting, or interview, the School official in charge of the meeting or interview will warn the advisor. If the advisor continues to disrupt the proceeding or act in an unprofessional manner, the advisor will be asked to leave and will be dismissed from the meeting, or interview. The Title IX Coordinator will subsequently decide whether the original advisor will be reinstated or will need to be replaced by a different advisor.

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In order for the School to share documentation related to the allegations pertaining to a student with the student party's advisor, the Eligible Student or the student party's parent/guardian must provide written consent authorizing such sharing.

The parties are not restricted from discussing or sharing information related to the allegations with their advisor or others who may support or assist them in the process.

Consistent with the Title IX regulations, advisors are required to maintain the privacy of records shared with them by the School during the grievance process; pursuant to FERPA, the records may not be shared with third parties, disclosed publicly, or used for purposes unrelated to the grievance process.

If an advisor is unable to attend a meeting in person, the School official in charge of the meeting will attempt to arrange for the advisor to participate by telephone, video, and/or virtual meeting. However, an advisor's inability to attend a meeting will ordinarily not excuse or prevent the meeting from occurring.

Remedies

If the decision-maker(s) determines the Respondent is responsible for violating Policy 2266, the School will take prompt and effective steps to end the sex discrimination/Sexual Harassment, prevent its recurrence, and remedy its effects. The decision-makers(s') written determination should recommend to the Title IX Coordinator and the Superintendent or Educational Service Provider appropriate remedies that may include, but are not limited to:

1. providing an escort for the Complainant to move safely between classes and activities;

2. ensuring the Complainant and Respondent do not share classes or extracurricular activities (e.g., re-arranging schedules at the Complainant's request);

3. providing medical, counseling, and academic support services to the Complainant and/or Respondent;

4. affording/arranging for the Complainant to have extra time to complete or re-take classes or exams without academic penalty (e.g., the Complainant is provided extensions on due dates for papers, assignments, quizzes, tests, etc.);

5. reviewing disciplinary proceedings/actions against the Complainant to see if there is a causal connection between the Sexual Harassment and the misconduct that may have resulted in the Complainant being disciplined;

6. initiating evaluations for special education or accommodations/modifications under the Individuals with Disabilities Education Improvement Act (IDEA) or Section 504 of the Rehabilitation Act of 1973;

7. imposing disciplinary sanctions/consequences, up to and including expulsion or permanent exclusion on a student Respondent and termination on an employee Respondent; and

8. ordering other global remedies such as:

    1. training or re-training employees;

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2. developing and distributing materials on Sexual Harassment;

3. conducting Sexual Harassment prevention programs; and/or

4. conducting climate checks/surveys.

Training

All Employees – given that the School is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board or Educational Service Provider employee has notice of same, all Board or Educational Service Provider employees shall receive training in:

1. the definition of Sexual Harassment (as that term is used in Policy 2266);

2. the person(s) to whom such misconduct must be reported, including the contact information for the Title IX Coordinator(s); and

3. what information should be included in a report, the consequences for failing to report, and what information must be provided to the student and/or parent. For example, Board and Educational Service Provider employees will be trained to inform students about:

   a. the employee's reporting responsibilities; and

   b. their right to file a Title IX complaint with the school and to report a crime to local law enforcement. Board and Educational Service Provider employees shall be trained to report to the Title IX Coordinator(s) both allegations of and actual incident(s) involving Sexual Harassment, without determining first whether the incident or allegations meet the applicable definition of Sexual Harassment or are substantiated.

Title IX Coordinator(s)/Investigator(s)/Decision-Maker(s)/Facilitators of Informal Resolution Process

The School's Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or persons designated to facilitate an informal resolution process, shall receive training on the definition of Sexual Harassment (as that term is used in Policy 2266), the scope of the School's education program or activity, how to conduct an investigation and grievance process including appeals and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

The training shall include information on the following topics:

1. working with and interviewing persons subjected to Sexual Harassment;

2. particular types of conduct that constitute Sexual Harassment;

3. the proper standard of review for Formal Complaints (i.e., preponderance of the evidence);

4. consent, incapacity, coercion, force, and the role age, mental or physical disability, and/or drugs or alcohol can play in a person's ability to consent;

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5. the need for remedial actions for the Respondent, Complainant, and school community;

6. how to determine credibility;

7. how to evaluate evidence and weigh it in an impartial manner;

8. how to conduct investigations;

9. confidentiality.

Decision-makers must also receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on how to prepare an investigative report that fairly summarizes relevant evidence.

Any materials used to Train IX Coordinators, investigators, decision-makers, and any persons who facilitate an informal resolution process, must not rely on sex stereotypes, and must promote impartial investigations and adjudications of Formal Complaints of Sexual Harassment.

Students

The School shall provide age-appropriate education about Sexual Harassment to students. In the younger grades, the School will cover these topics in its anti-bullying and harassment training. In the older grades, students will receive training in specific topics, including:

1. Title IX and what constitutes Sexual Harassment under the school's policies;

2. the school's definition of consent applicable to sexual conduct, including examples;

3. how the school analyzes whether conduct was unwelcome under Title IX;

4. how the school analyzes whether unwelcome sexual conduct creates a hostile environment;

5. reporting options, including how to file a Formal Complaint and any timeframes set by the school for reporting;

6. the school's grievance process used to address reports of and Formal Complaints alleging Sexual Harassment;

7. disciplinary code provisions relating to Sexual Harassment and the consequences of violating those provisions;

8. how to report Sexual Harassment to school officials and local law enforcement and the ability to pursue law enforcement proceedings simultaneously with a Title IX grievance; and

9. Title IX's protections against retaliation.

The training will also encourage students to report Sexual Harassment, even if they are unsure whether the incident meets the definition of Sexual Harassment contained in Policy 2266. The

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School will emphasize that its primary concern is student safety, and that use of alcohol or drugs never makes the alleged victim at fault for Sexual Harassment.

The School shall specifically inform students that all Board and Educational Service Provider employees are responsible for reporting information involving Sexual Harassment to the Title IX Coordinator(s), including the need to report the names of the alleged Complainant and Respondent, as well as relevant facts including the date, time, and location. The issue of confidentiality will be discussed during the training.

The School shall provide the above trainings on a regular basis and periodically review their efficacy.

Retaliation

Federal law strictly prohibits retaliation against a Complainant, Respondent, or witness. The Title IX Coordinator will inform the Complainant, Respondent and other individuals who participate in the grievance process of this prohibition and direct the Complainant to report any retaliation, whether by students, Board or Educational Service Provider employees, or other members of the School community or Third Parties that is directed toward the Complainant. Upon learning of alleged retaliation, the Title IX Coordinator and/or the Superintendent or Educational Service Provider will take strong responsive action as appropriate.

Contact Information for the Office of Civil Rights

Individuals may submit questions or file complaints relating to Title IX with the U.S. Department of Education's Office for Civil Rights at any time. OCR's regional office in Cleveland has jurisdiction for all of Michigan:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue
Suite 325
Cleveland, Ohio 44115
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: http://www.ed.gov/ocr

Retention of Investigatory Records and Materials

The Title IX Coordinator is responsible for overseeing retention of all records that must be maintained pursuant to Policy 2266. All investigators, decision-makers (including decision-makers of appeals) and facilitators of informal resolution processes shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, determination of responsibility, or informal resolution process, which may include but are not limited to:

1. all written reports, allegations, Formal Complaints, statements, and responses pertaining to an alleged violation of Policy 2266;

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2. any narratives that memorialize oral reports, allegations, Formal Complaints, statements, and responses pertaining to an alleged violation of Policy 2266;

3. any documentation that memorializes the actions taken by School personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation, determination of responsibility, and/or the School's response to an alleged violation of Policy 2266;

4. written witness statements;

5. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;

6. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of Policy 2266 (i.e., not after-the-fact commentary about or media coverage of the incident);

7. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;

8. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of Policy 2266;

9. dated written determinations of responsibility/investigative reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of Policy 2266;

10. documentation of any supportive measures offered and/or provided to Complainants and/or Respondents, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;

11. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;

12. copies of the Board policy and/or procedures/guidelines used by the School to conduct the investigation, and any documents used by the School at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of Policy 2266 (e.g., Student Code of Conduct and/or Employee/Administrator Handbooks);

13. copies of any documentation that memorializes any informal resolution to a Formal Complaint of Sexual Harassment;

14. documentation of any training provided to Board and Educational Service Provider employees related to Policy 2266, including but not limited to, notification of the prohibitions and expectations of staff set forth in the policy and the role and responsibility of all Board and Educational Service Provider employees related to enforcement of

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Policy 2266, including their duty to report alleged violations of the policy and/or conducting an investigation and making a determination of responsibility related to any Formal Complaints of Sexual Harassment;

15. documentation that any rights or opportunities that the School made available to one party during the investigation were made available to the other party on equal terms;

16. copies of any notices sent to the Respondent that detail allegations of conduct that may constitute a violation of Policy 2266;

17. copies of the notices sent to the Complainant and Respondent in advance of any interview, hearing or meeting;

18. copies of any documentation or evidence used during an investigatory meeting or hearing, including the investigative report, and any written responses submitted by the Complainant or the Respondent to it.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation or proceeding related to determination of responsibility shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than seven (7) calendar years, but longer if otherwise required by the School's records retention schedule.

New Guideline Special Release – July 2020

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RELIGION IN THE CURRICULUM

The Board of Education has adopted a policy favoring the understanding of religions by the students of this School and the contributions religions have made to the advancement of civilization. When developing or implementing any course of study in which religion is dealt with, the following guidelines should be followed:

A. Course content can neither inhibit nor advance any religion.

B. No devotional practices shall be permitted or requested of the students.

C. The use of art, literature, and music descriptive of the religion is permitted.

D. Students electing (or required) to participate may not be excused from selected portions of the course on the grounds that participation therein interferes with the free exercise of their religion.

E. Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

Course(s) of study including instruction on religions shall be subject to the same administrative reviews as other course materials and may not be implemented without prior Board approval.

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HOMEWORK

The Board of Education acknowledges the educational validity of assignments outside the classroom as adjuncts to and extensions of the instructional program of the School.

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FIELD TRIP GUIDELINES

As defined in Board of Education policy, a field trip must be related to the course of study and, therefore, is a required part of instruction. If the field trip is not directly related to a course of study, it should be considered a co-curricular or extra-curricular activity. The following guidelines have been provided to help ensure the effectiveness of all field trips.

General Procedures

A. All requests shall be submitted to the Superintendent or designee on the Field Trip Request Form 2340 F1 in advance of the scheduled trip, with the names of all staff members and chaperones who will accompany the students.

B. Parental Consent Forms must be returned to the administration before the trip. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. If the student will be unsupervised during certain portions of the trip, Form 2340 F2a must be signed and returned prior to the trip. No student will be allowed to participate if the parental consent form is not received prior to the trip.

C. A copy of AG 5771, Search and Seizure, is to be provided to the person in charge of the trip for his/her use if a search of a student's possession becomes necessary.

D. If a trip leader has individualized reasonable suspicion that a student(s) has violated a law, s/he is to contact the Superintendent immediately. If the Superintendent is unavailable, the trip leader is to contact the appropriate security or law enforcement personnel.

A copy of each student's Emergency Medical Authorization Form (EMAF) is to be in the possession of the staff member in charge for all trips that are not completed prior to the end of the school day.

Field trips may be denied for any one of the following reasons:

A. failure to comply satisfactorily with pre-trip requirements

B. excessive cost or limited financial resources

C. the students involved have generally been involved in other field trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip

D. an excessive number of students taking trips on that particular day

E. lack of availability of transportation

F. inadequate arrangements for student safety and welfare

The Superintendent is to identify times during the school year when field trips will not be approved.

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Problems with the field trip should be brought to the attention of the Superintendent immediately upon return. The Superintendent shall inform the Board of Education of any major problems.

For every field trip there must be a ratio of teachers and chaperones to students as determined by the Superintendent.

Prior to arrival at the destination, students are to be made aware of:

A. how they are to conduct themselves;

B. what time transportation will leave for the return trip;

C. where transportation will be located for the departure;

D. any specific information that the students should know with reference to the area being visited.

At least one (1) staff member is to remain at the School after the return trip until all students have been picked up.

In the event of any emergency during a field trip, the bus driver should contact appropriate persons from his/her emergency list, and the teacher in charge should contact the Superintendent.

Because field trips are an integral part of a course of study and represent a significant cost to the School, each trip must be carefully planned, conducted according to the plan, and then evaluated in terms of how well the learning purpose was accomplished.

Planning for Field Trips

The following questions and their answers should be considered in planning field trips:

A. Will this proposed trip provide a valid learning experience and contribute directly to accomplishing an important learning objective within the course of study?

B. What environmental conditions at the site might make it difficult to gather important information?

C. What facilities or resources will be available for guiding the data gathering and answering questions?

D. What health and safety risks are involved?

E. Will it be worth the time and expense?

1. Would another activity be just as effective?

2. Can the trip be made within the time available?

3. Will the experience provide a significantly new learning experience for a majority of the class?

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4. Can the purpose be realized without undue inconvenience to students, parents, teachers, and places visited?

5. Will the selection of places to visit produce ill feeling in the community? (e.g., visit to chain store vs visit to corner store)

6. Will the trip have parental and community support?

Preparation for Field Trips

A. Teacher Preparation

1. Obtain administration consent to make the trip prior to requesting parental consent.

2. Make arrangements with authorities at the place of destination.

3. Plan transportation route, in detail, and arrange financing with Superintendent or designee if necessary.

B. Student Preparation

1. Make clear to students the learning purposes of the trip and how the trip will contribute to their accomplishing particular learning objectives.

2. Provide a connection between what students have been learning and what they will be learning through the trip.

3. Determine with students the focus of their observations and questions for each category of information they are to gather on the trip.

4. Help students organize any materials or references they may be using during the trip.

5. Cooperatively develop the standards of behavior and safety with students and emphasize that this Code of Conduct applies to the trip.

Conduct of Field Trips

A. Gathering and Recording the Information

1. Provide the tour guide, if guide is provided, with a clear idea of the purpose of the trip (set of questions prepared by teacher and students).

2. Make sure all students are in a position to observe and hear the guide's explanations.

3. Arrange for questions to be asked periodically, and be sure all students hear the responses to the questions.

4. Provide opportunities for all or selected students to properly record the observations and information for later use in the classroom.

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B. Classroom Follow Through

1. Guide students in the preparation of what they remember and what they recorded and then organize the information into useful categories.

2. Have the students examine their data to correct any misinformation and locate any gaps in the information for further research and data gathering.

3. Ask students to analyze the data and form relevant conclusions based on their analysis.

4. Provide a transition from the new learning to what they will be learning next.

5. Make sure students send appropriate thank-you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

Evaluation of Field Trips

The staff member responsible for the field trip is to complete the Field Trip Evaluation (Form 2340 F7) and submit a copy of the completed form to his/her Superintendent.

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OVERNIGHT TRIPS

(School-Sponsored)

In compliance with Board of Educations' Policy 2340, Field and Other School-Sponsored Trips, the following guidelines are to be followed whenever a staff member seeks Board approval for a trip on which the students will be away from home for one (1) or more nights.

The Superintendent will not recommend approval by the Board unless a plan, based on answers to the questions on the Proposal Form for Overnight/Extended Student Trip (Form 2340 F5), has been prepared and approved by the Superintendent of the School that the students attend. In addition, if the trip involves the use of a travel company to arrange for transportation, rooms, or any other aspect of the trip, the staff member submitting the proposal must confirm that the company meets the following requirements:

A. licensed to operate in this State;

B. registered and bonded;

C. properly insured for the proposed trip and the policy covers the, the staff members and chaperones involved in the trip, and all phases of the trip from the point at which the trip begins to the point at which it ends;

D. in compliance with Federal laws regarding accessibility for and rights of those with disabilities.

This information must be confirmed, in writing, and attached to the trip proposal. No trip involving a travel company will be approved without this confirmation and, therefore, will be considered a non-sponsored trip, subject to AG 2340D.

No discussion with students concerning a potential trip is to occur until the trip proposal has been submitted and a determination made regarding sponsorship by the School.

Once approved, the professional staff member in charge will be responsible for conducting the trip as planned (See AG 2340F - Chaperones). If changes in the plan are necessary, such changes are to be submitted to the Superintendent(s) for approval and/or for subsequent approval by the Board.

Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any school-sponsored trip (AG 2340B). In addition, each participating student and his/her parent is to sign the Responsibility Contract (Form 2340 F6) and submit it to the trip leader(s) prior to the trip.

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TRIP LEADER'S RESPONSIBILITIES

Each chaperone of a field or other school-sponsored trip is to be provided with a copy of the following guidelines for fulfilling his/her responsibility:

A. Students are to be made aware that the regular bus rules will apply for the trip. Since some of the students may not be regular bus riders, the rules should be reviewed with the group prior to departure.

B. The trip leader or designated staff member is responsible for student behavior while on the bus.

C. The driver is responsible for the vehicle and has ultimate authority over routes and operations. If he/she deems that conditions constitute a safety hazard, the driver has the authority not to proceed.

D. If any discipline problems develop while on the trip, the problems are to be reported to the Superintendent or designee as soon as possible.

E. The trip leader should report to the Superintendent any cases of poor judgment or improper behavior on the part of the driver.

F. The trip leader should do the following:

1. Review with the vehicle driver the destination and route. If there is any question about the route, it should be resolved prior to departure so there is no confusion in communication during the trip. The driver has the final decision on the route.

2. Make sure the emergency medical forms are in the possession of a designated person.

3. Introduce chaperones to the driver prior to the trip and review the School's policies and guidelines on discipline (including corporal punishment) prior to the trip.

4. Assist the driver in enforcing the rules of the School and the rules and directions for the trip.

5. When necessary or requested by the driver, place himself/herself and any chaperones strategically in the middle and rear portions of the bus, if appropriate.

6. Conduct a head-count each time passengers unload and reload to ensure no one is left behind.

7. When the vehicle returns to the School, make sure all students have proper rides home and have left the School before considering the trip to be completed.

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CHAPERONES FOR TRIPS

All chaperones must be at least twenty-one (21) years of age and be affiliated with the School in at least one of the following roles:

A. parent,

B. school volunteer,

C. part-time or full-time employee,

D. Board member.

The list of chaperones must be submitted with the trip request. Any additions or replacements must be submitted to the Superintendent or designee for approval prior to the trip.

The trip leader is to provide each chaperone, prior to the trip, a copy of Form 2340 F8, describing the applicable policies and procedures with which the chaperone must comply. Each chaperone must sign the Volunteer Release Form 3120.09 or Form 4120.09 F1 prior to the trip in which he/she agrees to abide by all applicable school policies and administrative guidelines (see Form 2340 F8). The form should be submitted to the Superintendent's office.

Chaperones are not to discipline students, except in cases of imminent threat to that student's or other people's safety or well-being. A chaperone should report any student behavior problems or inappropriate conduct of another chaperone or staff member to the trip leader(s) as soon as possible.

Each chaperone, as well as the trip leader(s), should model the behaviors expected of students throughout the trip. When a chaperone is on free time away from the students, his/her behavior should not create problems for, or embarrassment to, the trip leader(s) or the School.

The trip leader(s) is responsible for the conduct of the chaperones during the trip and should be cognizant of the chaperones' whereabouts at all times and how they can be contacted in case of an emergency.

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VIRTUAL/INTERNET/INDEPENDENT STUDY OPTIONS

Virtual, internet, and independent study may be arranged to better meet the needs of students. The purposes of such study are as follows:

A. to broaden curriculum content when the regular school program limits student growth and learning;

B. to provide students with an opportunity to make decisions (to select from a series of options) about their activities in the School;

C. to place students in a more active role in the learning process;

D. to provide learning experiences tailored to individual interests, talents, and needs.

Level I - The selection and the study are largely teacher-directed. Frequent review and discussion with the teacher is required. Subject matter is closely related to class instruction.

Level II - The selection and the study are more student-directed. The students must confer with the teacher once each week.

Level III - The student is responsible for selecting the areas and directing his/her own learning. He/She reports to his/her teacher by appointment. Projects may range far afield from a regular course.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off campus may be arranged through the Superintendent or designee.

A student (or group of students) who desires to participate should meet the following criteria:

A. expressed interest in undertaking the work;

B. ability to identify goals or purposes;

C. ability to manage time and resources;

D. achievement in current course work.

Students who fail to maintain self-discipline and accomplishment both in course work and the option program will be phased out of such studies.

A completed option program project may take many forms, such as a term paper, an essay, a script, a film, a T.V. tape, an oral tape recording, etc. The final report should include:

A. a log showing how time was utilized;

B. a bibliography of materials used - print and non-print;

C. an evaluation of the project.

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Students taking virtual/internet high school options outside the regular school day and off campus must have prior approval of the Superintendent.

Virtual high school/internet/independent study credit will be awarded only to those students who are concurrently enrolled full time in the School in which credit is earned and regular attendance is required. Each virtual/internet/independent study student with approval for such credit will be assigned a mentor teacher.

The contract/application for the selected option will be filed with at least one of the following:

A. student;

B. teacher.

The student's permanent record and transcript will indicate when a student has initiated, and successfully completed, the program.

A completed copy of the project, together with the application-contract, will be kept on file in the School.

Role of Teacher

As in all learning, the role of the teacher in such an educational option program is crucial. Specifically the teacher must do the following:

A. provide instruction in the skills necessary for study options, such as note taking, bibliography construction, listening, library usage, etc.;

B. assist students in defining the purpose and intended outcomes of their projects and in selecting methods which best ensure the purposes and outcomes are achieved;

C. meet with participating students on a regular basis to counsel, review progress, and provide critique. Such critique should specify the following:

1. what is being accomplished as intended;

2. what isn't being accomplished and why;

3. how the student should function differently in order to accomplish the desired results.

Before being authorized to manage an option program, teachers must demonstrate working knowledge of the current literature concerning those types of activity.

Student work is to be evaluated on the basis of how well the goals of the program are being accomplished and how well each student is achieving the expected results of his/her individual project. Assessment shall provide evidence of the following:

A. increased application of knowledge;

B. acquisition and application of needed skills and techniques;

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C. formation of attitudes needed for such learning.

Teacher-student conferences throughout an option project can serve an evaluative function. Each should be recorded indicating dates, time, and results. A final conference involving the student, teacher, and parent is necessary for all level three projects.

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VIRTUAL/INTERNET STUDY OPTIONS

Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through virtual/online courses.

High school students may earn a maximum of eight (8) units of credit to be applied toward graduation requirements by completing online courses. A maximum of two (2) units of credit may be earned during any one (1) school year.

Credit for an online or virtual course may be earned only in the following circumstances:

A. The course is not offered through the high school.

B. Although the course is offered at the high school, the student is unable to take it due to scheduling conflicts.

C. The course will serve as a supplement to summer school and extended homebound instruction.

D. The student has been expelled from the regular high school setting, but educational services are to continue.

E. The Superintendent, with the agreement of the student and his/her parent(s) determined that the student requires a differentiated or accelerated learning environment.

F. Students taking such courses must be enrolled in the School.

The express approval of the Superintendent shall be obtained before a student enrolls in a virtual/online course for credit. Each virtual/online student approved for such study shall be assigned a mentor teacher responsible for supervision and monitoring. The School must receive an official record of the final grade before credit toward graduation will be granted. Completion of any virtual/online course offering must not exceed twelve (12) months from the beginning date of the course.

The tuition fee for an approved virtual course shall be borne by the School for students enrolled full-time. The School may pay the fee for expelled students who are permitted to take virtual courses in alternative settings. Individual students shall be responsible for costs associated with summer school courses and/or courses not pre-approved by the Superintendent.

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HOMEBOUND INSTRUCTION PROGRAM

Reference: Pupil Accounting Manual 2019-2020, Michigan Department of Education

Whenever a Superintendent is notified that an enrolled student will be homebound or hospitalized for a medical condition that will extend beyond five (5) school days, he/she should ensure that the following procedures take place:

A. Request written notification, accompanied by certification of the attending physician or a licensed physician's assistant, of the student's condition and any limitations that will affect the student's ability to benefit from instruction.

B. If the student is enrolled in special education, contact the Traverse Bay Area Intermediate School District regarding the student's IEP and the objectives to which homebound instructional efforts should be addressed. Since the teacher must be certified to teach toward the selected objectives, check with the ISD and the institution (if the student is hospitalized) to find out if either has qualified personnel available to conduct homebound instruction and at what charge. Arrange for a properly-certified teacher, at the lowest cost to the School, to provide the instruction for a minimum of two (2) nonconsecutive hours a week until the student is released to return to the School.

C. If the student is eligible under Section 504, examine the student's record to determine if there are any factors, other than the current medical condition, that must be considered in providing homebound instruction. Then arrange, in the same manner described above, for a minimum of two (2) forty-five minute periods of instruction per week until the student is released to return to the School.

D. If the student is non-disabled, consult with appropriate staff concerning the student's current academic status and make arrangements through the School, the ISD, or the institution providing care, for the least expensive, properly-certified teacher to provide a minimum of two (2) forty-five (45) minute periods of instruction per week until the student is released to return to the School.

E. If a student is institutionalized in another State or in Canada, arrangements for instruction can be made with a teacher properly certified in that state or dominion.

F. Accurate time sheets listing the dates and duration of instructional services must be kept of all homebound instruction and submitted by the end of each pay period, if an employee of the School. The time sheet is to be signed by the parent or institution of care. Time sheets of non-school teachers are to be submitted as per agreement with the institution or person providing the instruction.

G. All instructional materials and supplies will be furnished by the school in which the student is registered.

H. The student's regularly-assigned teacher(s) is responsible for assigning the content of the instruction, reviewing the results of the homebound or hospitalized instruction, and assigning a grade. The homebound/hospital teacher is to work with the regularly-assigned teacher(s) to assure the student receives the instruction, provide basic assistance to the student, and identify any problems or accommodations that may need the regularly-assigned teacher(s) attention.

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I. Instructors are to receive the mileage reimbursement at the established rate both to and from the School and residence of the student.

Revised Guideline Spring 2020

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HEALTH EDUCATION PROGRAM

These guidelines have been established to facilitate implementation of the Michigan Model for Comprehensive School Health Program.

A Confirmation Checklist (Form 2413 F2 and/or Form 2414 F2) has been developed that is based on the Michigan Department of Education's recommendations and is designed to ensure that the program is implemented properly and minimizes concern by parents or other interested parties.

Each Superintendent should use the Checklist in working with the School's staff at the beginning of each school year. Once the program has been started, a copy of the completed confirmation should be sent to the Superintendent's office and the original should be maintained in the School's office.

Any parent who wishes to exercise the option to have his/her child not participate in a particular class should be allowed to do so, but the Superintendent or teacher should attempt to meet with the parent to discuss the nature of his/her concern and to reach a mutually satisfactory arrangement.

In the event of a complaint about the health education program, the person or party should be made aware of the Board's complaint procedure described in Policy 9130. This policy is available at both the Superintendent's office and the office of the School. Any such complaint is most likely to concern the program itself or its implementation rather than the particular person teaching the program. Therefore, as the policy indicates, the complaint is to be handled by the Superintendent and not by a teacher. Be sure the complainant receives a copy of the procedure, either through the mail or by coming to the office. Complaints that originate at the central office are to be handled in the same manner.

The Superintendent is to make sure that the materials are available and that any complaint is focused on a particular topic or type of activity rather than on general reactions.

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PROCEDURES FOR INSPECTION OF MATERIALS USED IN CONJUNCTION WITH ANY SURVEY, ANALYSIS, OR EVALUATION

The following procedures should be used when a parent makes a request to inspect materials used in conjunction with any survey, analysis, or evaluation that the School proposes to administer to his/her child.

Form 2416 F2 should be completed and submitted to the Superintendent or designee. Upon receipt of Form 2416 F2, the Superintendent or designee will contact the person making the request within seven (7) days to schedule an appointment for the parent to come to the School to review and inspect the material that will be used in conjunction with this survey, analysis, or evaluation. Upon inspection and review and at his/her discretion, the parent can refuse to have his/her child participate in the survey, analysis, or evaluation.

Furthermore, if, upon inspection and review, a parent would like to file a complaint about the materials used in conjunction with any such survey, analysis, or evaluation, the person shall follow the complaint procedures outlined in Policy 9130 and AG 9130.

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SEX EDUCATION

Reference: MCL 380.1507

These guidelines have been developed to assist staff in implementing the School's program for sex education and AIDS education. The term *sex education* includes instruction related to reproductive health and family planning; human sexuality; emotional, physical, psychological, hygienic, economic, and social aspects of family life; venereal diseases; non casual-contact communicable diseases such as AIDS; and abstinence from sex as a responsible method for restriction and prevention of non casual-contact communicable diseases and as a positive life-style for unmarried young people.

The curriculum shall emphasize the following:

A. Instruction on human immunodeficiency virus infection and acquired immunodeficiency syndrome shall emphasize that abstinence from sex is a positive lifestyle for unmarried young people because abstinence is the only protection that is 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted human immunodeficiency virus infection and acquired immunodeficiency syndrome.

B. Use of material and instruction in the sex education curriculum that discusses sex shall be age-appropriate, shall be medically accurate, and shall do at least all of the following:

1. Discuss the benefits of abstaining from sex until marriage and the benefits of ceasing sex if a student is sexually active.

2. Include a discussion of the possible emotional, economic, and legal consequences of sexual activity.

3. Stress that unplanned pregnancy and sexually transmitted diseases are serious problems that are not fully preventable except by abstinence.

4. Advise students of the laws pertaining to their responsibility as parents to children born in and out of wedlock.

5. Ensure that students are not taught in a way that condones the violation of the laws of this State pertaining to sexual activity, including, but not limited to gross indecency, sodomy, incident exposure and first, second, third, and fourth degree criminal sexual conduct.

6. Teach students how to say “no” to sexual advances. Teach them not to take advantage of, harass, or exploit another person sexually.

7. Teach refusal skills, and encourage students to resist pressure to engage in risky sexual behavior.

8. Teach that the student has the power to control personal behavior. Students shall be taught to base their actions on reasoning, self-discipline, a sense of responsibility, self-control, and ethical considerations such as respect for self and others.

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9. Provide instruction on healthy dating relationships and on how to set limits and recognize a dangerous environment.

10. Provide information for students about how young parents can learn more about adoption services and about the provisions of the safe delivery of newborns.

11. Include information clearly informing students that having sex or sexual contact with an individual under the age of sixteen (16) is a crime punishable by imprisonment and that the conviction of this crime requires listing on the sex offender registry on the Internet for up to twenty-five (25) years.

Include behavioral risk reduction strategies, as defined by law, that are safe and effective, although not 100% effective against unplanned pregnancy, sexually transmitted disease, and sexually transmitted human immunodeficiency virus infection and acquired immunodeficiency syndrome.

Sex Education Advisory Board

The Board of Education shall not offer instruction in sex education, including family planning and human sexuality, prior to the appointment and meeting of the Advisory Board.

The Board shall appoint and shall determine terms of service for the Sex Education Advisory Board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the School's population, and shall appoint two (2) co-chairs for the Advisory Board, at least one (1) of whom is a parent of a child attending the School.

At least one-half (1/2) of the members of the Sex Education Advisory Board shall be parents who have a child attending the School, and a majority of these parent members shall be individuals who are not employed by the School. The Advisory Board shall include students of the School, educators, local clergy, and community health professionals.

Written or electronic notice of a Sex Education Advisory Board meeting shall be sent to each member at least two (2) weeks before the date of the meeting.

Role of the Sex Education Advisory Board

The Advisory Board shall do all of the following:

A. Establish program goals and objectives for student knowledge and skills that are likely to reduce the rates of sexual activity, pregnancy, and sexually transmitted diseases.

B. Review the materials and methods of instruction used and make recommendations to the Board of Education for implementation. The Advisory Board shall take into consideration the School's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.

C. At least once every two (2) years, evaluate, measure, and report the attainment of program goals and objectives established by the Sex Education Advisory Board

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(SEAB). The Board of Education shall make the resulting report available to parents.

Before adopting any revisions in the materials or methods used in instruction including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, public hearings must be held. At least two (2) public hearings on the proposed revisions must be held. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required under the Open Meetings Act.

A person shall not dispense or otherwise distribute in a public school academy or on public school academy property a family planning drug or device Additionally, any school official, member of the Board, or employee of the Board, who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

A Confirmation Checklist (Form 2413 F2) has been prepared that is based on the Michigan Department of Education's sex education guidelines and is designed to ensure that the program is implemented properly and minimizes concern by parents or other interested parties.

Prior to the start of the program each year, the Superintendent or designee shall inform parents of their rights concerning the program. Also, whenever any additions or modifications are made to the program, the Board shall conduct two (2) public hearings before the program can be approved and implemented. Once the program has been started, a copy of the completed confirmation should be sent to the Superintendent's office and the original should be maintained in the School’s office.

In the event of a complaint about the program, the person or party should be made aware of the Board's complaint procedure described in Policy 9130. This policy is available at the Superintendent's Office. Any such complaint is most likely to concern the program itself or its implementation rather than the particular person teaching the program. Therefore, as the policy indicates, the complaint is to be handled by the Superintendent and not by a teacher. Be sure the complainant receives a copy of the procedure either through the mail or by coming to the office. Complaints that originate at the central office are to be handled in the same manner.

Although the law allows a student to be excused from classes but not the course, no student is to be excused from a lesson or activity in either program unless and until the parent has had the opportunity to come to the School to review the program lessons and materials, to observe the instruction, if so desired, and to file a complaint in accordance with Policy 9130. The Superintendent is to make certain the materials are available and any complaint is focused on a particular topic or type of activity rather than on general reactions.

Revised Guideline Fall 2017; Fall 2019

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SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Since the policy of the Board of Education is to maintain a co-curricular activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests of the students, all students should be urged to join at least one club or activity.

Existing Clubs or Activities

At the start of the school year, all students should be provided with information on existing clubs and all co-curricular and extra-curricular activities and should be encouraged to participate.

New Activities

All new activities shall be approved in the following manner:

A. Requests for new activities should be submitted to the Superintendent or designee and should contain the following:

   1. purpose and rationale

   2. intended outcomes for students

   3. participation

   4. plan of operation

   5. costs

   6. persons in charge

B. The Superintendent will review each request and either reject or submit each for Board approval.

Fiscal Compliance

Co-curricular and non-curricular activities need to comply with financial and bookkeeping controls established by the Superintendent or designee. Each activity advisor is to provide the building Superintendent with a periodic update on the fiscal status of the activity.

Operating Guidelines

The Superintendent shall prepare and publish operating procedures for all co-curricular/extra-curricular activities which ensure the following:

A. students participate in ways that do not interfere with their academic programs;

B. the safety and welfare of the students is adequately safeguarded;

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C. all activities have proper faculty planning, direction, and supervision;

D. faculty members work cooperatively so that some activities do not interfere with the operations of others;

E. faculty members and students are encouraged to attend activities involving student performances;

F. each activity is assessed continuously, relative to its stated purpose and goals;

G. building facilities and equipment are being used safely and as intended and are being maintained in proper condition.

Eligibility Requirements

Eligibility requirements for participation in other activities shall be specified in the student handbooks.

No student who has been absent for a school day may participate in an extra-curricular activity scheduled for the afternoon or evening of that school day without the approval of the Superintendent.

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SELECTION OF TEXTBOOKS

New textbooks and other instructional materials will be recommended to the Superintendent by the teacher.

Selection Standards

Each committee will be responsible for establishing selection standards for each criterion in the following categories:

A. Publisher and Author

What is the reputation of the author(s) for scholarship?

What is the reliability of the publisher?

B. Content

In terms of achieving course goals...

How effective is the organizational plan?

How relevant is the information?

How complete is the information?

How current is the information?

How accurate and unbiased is the information?

Does content align with the Michigan Curriculum Framework?

How appropriate is the illustrative material?

How sufficient is the illustrative material?

If students accomplished all the objectives called for in the material, how well would they be able to achieve the goals of the course?

C. Necessity

If replacement text, how does it improve upon existing text?

D. Instructional Aids

Does the book contain:

1. an index?

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2. graphic materials?

3. references?

4. a bibliography?

5. glossaries?

6. appendices?

Is there any software or other resources provided with the books?

How appropriate is each of these?

E. Format

What kind of binding? paper? type?

Will the format help or inhibit student interest and ease of use?

F. Expense

What is the cost and probable life?

G. Moral Tone

How does the text handle controversial subjects in terms of the maturity level of the students and objectivity?

H. Past Experience

How successfully has the text been used in other Academies or schools?

I. Bias

How free is the text of religious, gender, racial, and national origin bias?

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SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

In accordance with the policies of the Board of Education for selection of resource materials, the following guidelines should be followed.

A. Criteria for Selection of Instructional Materials

1. technical quality of the publication/production
2. readability and appeal to students
3. authoritativeness
4. completeness, accuracy, clarity
5. absence of gender stereotyping and racial or ethnic bias
6. reputation and significance of the author, artist, composer, and/or producer
7. format and price
8. relationship to the course of study
9. extent to which the scope/content of the material makes it possible for students to accomplish the objectives and goals of the program
10. appropriateness of the content and/or presentation relative to the maturity and/or comprehension level of the students
11. needs of an individual school program based on requests from administrators and teachers
12. needs of individual students based on requests by teachers, parents, or students

B. Criteria for Selection of Equipment

The evaluation and selection criteria for instructional equipment should include:

1. relevance to the School's curriculum;
2. needs of staff and/or students;
3. technical quality;
4. cost;

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5. reliability;

6. ease of repair and maintenance;

7. compatibility with existing school equipment, when applicable.

C. Procedure for Selection of Instructional Resources

1. Each Superintendent shall select members of the staff who are directly involved in the program for which the materials and/or equipment will be used. Their responsibility is to review and evaluate suggested resources, using the criteria listed on page 1 and make recommendations to the Superintendent.

2. The Superintendent shall review the recommendations and, if necessary, the materials and equipment and shall submit the recommendations to the Board of Education.

3. The Board of Education will then review the recommendations and either refer them back to the Superintendent or approve their use.

E. Procedure for Use of Non-School Materials

1. No print, audio, video, or graphic materials that are not part of the School's basic or supplementary materials are to be used with students without prior review and approval. Such review should be done, using Form 2521 F1, first by the teacher(s) or counselor(s) who wish to use the material.

2. The critical criteria by which such materials are to be reviewed are as follows:

   a. relationship to the course of study;

   b. the uniqueness of the content and/or presentation that is not adequately provided in current materials;

   c. the appropriateness of the content and/or presentation for the maturity and comprehension levels of the students;

   d. the extent to which the content or presentation could create controversy among students, parents, and community groups.

3. Each of the four criteria are to be rated according to the rating scale on Form 2521 F1. In any situation in which the teacher has rated any of the four criteria 3 or 4, the use of the material must be approved by the Superintendent. If there is any concern on the part of the Superintendent that the material might be inappropriate, he/she should personally review the materials, and if still uncertain, contact the Superintendent or designee.

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4. Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240 and criterion #4 in 2521 F1, should be approved by the Superintendent prior to purchase.

Each member of the faculty is to receive a copy of Form 2521 F1 for use as a reference. The form should be submitted to the Superintendent only at his/her discretion.

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RESOURCE SPEAKERS

Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:

A. The subject is of educational relevance and value to the students in that class.

B. The subject is presented in an unbiased or unprejudiced manner. (Speakers representing several sides of an issue may be used.)

C. The speaker(s) will not disrupt the educational program.

D. The information to be discussed is appropriate for the age and maturity of the students.

E. Any speaker addressing a subject related to the School's program on health shall meet the guidelines established for that program. (See AG 2413 and/or AG 2414.)

F. The teacher shall remain in the classroom during the entire presentation to provide for appropriate follow-up.

The Superintendent or designee shall approve the visits of all guest speakers and seek permission to record the presentation by audio or video tape for use with other classes.

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COPYRIGHTED WORKS

This School does not condone the illegal use or reproduction of copyrighted materials in any form. It is the intent of the School to adhere to the United States Copyright Law. The following guidelines should provide guidance in this respect.

An Overview of Copyright Issues (see Form 2531 F1 and Form 2531 F2)

A. What is protected by copyright law?

Works that may be protected by copyright include literary works, musical works, dramatic works, pictures, graphics, sculptures, films, videotapes, sound recordings, and computer programs.[1] Copyright protection does not extend to ideas, facts, slogans, symbols, procedures, methods, or systems.[2] U.S. Government publications are not protected, unless the Government received the copyright by assignment, bequest, or otherwise.[3]

B. What is prohibited by copyright law?

The exclusive rights of a copyright owner include reproduction, adaptation, publication, performance, and display.[4]

Violating any of the exclusive rights of a copyright owner is infringement, and the infringer may be subject to civil and/or criminal penalties.[5]

C. Are there exceptions?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine[6], the first sale doctrine[7], exemptions for libraries[8], and therefore it may be impossible for a lay person to say with certainty that their use falls within one of these exemptions.[9] For further information, one may consult the cited references, (internet websites are provided) or consult the School's Copyright Officer. While primarily driven by statute, these exceptions are often subject to the facts of a given situation, and therefore these guidelines summarize some aspects of the Copyright Laws including some exceptions that have been defined by statute, congressional history regulation, judicial precedent, or other relevant authority or governing body.

Do not assume that your use of copyrighted material is "ok" without consulting the accompanying guidelines.

D. What if my intended use isn't allowed under these guidelines?

Get permission!!!

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Public Performance/Display of Copyrighted Works

In General

The owner of a copyright in literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works has an exclusive right to publicly perform and display the work.[10] Thus, one might be held liable for copyright infringement for publicly performing any copyrighted work (e.g. publicly reading from a book) unless s/he either (1) has obtained a license from the copyright owner or (2) the public performance is considered "fair use". In the classroom setting, in order to allow teachers to use educational materials, several situations qualify as "fair use".

Performance/Display in the Course of Face-to-Face Teaching

A. Any work (except for motion pictures or other audiovisual works)

Any copyrighted work except for motion pictures or other audiovisual works, may be performed or displayed, if:

1. instructors or students use it as part of face-to-face teaching activities, and

2. the performance or display takes place in a classroom or similar place of instruction.[11]

B. Motion pictures and other audiovisual works

Any motion picture or other audiovisual work may be performed or displayed in accordance with the above provisions for other works, unless:

1. the copy used by the instructor or student was pirated; and

2. the person responsible for the performance or display had reason to believe it was pirated.[12]

Performance/Display Outside of Face-to-Face Teaching

A nondramatic literary or musical work may be performed or displayed even if it is not part of face-to-face teaching activities, if the performance is live and is not for commercial gain.[13]

On the other hand, a dramatic work that is used outside of "face-to-face" teaching activities would require obtaining permission from the copyright owner. Also, treating a class to an in-class movie unrelated to course content would likely be outside of "face-to-face" teaching activity and would require obtaining permission from the copyright owner.

The copyright statutes do not define "dramatic" and "nondramatic" works. It is probably safe to assume that "dramatic" works (1) relate to a story and (2) a substantial portion is visually or audibly represented as actually occurring, rather than being narrated or displayed.[14] For example, a play is a dramatic work.

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Reproduction of Copyrighted Works

In General

A copyright holder has the exclusive right to reproduce, prepare derivative works, and distribute copies.[15] In order to provide teachers with necessary classroom materials, the following examples help delineate "fair use" under the copyright statute.

Books & Periodicals

As for books and periodicals, teachers may engage in the following activities:

A. **When Teachers May Make a Single Copy**

A single copy may be made of any of the following by or for a teacher, at his/her individual request, for his/her scholarly research, or use in teaching or preparation to teach a class:

1. A chapter from a book;

2. An article from a periodical or newspaper;

3. A short story, short essay, or short poem, whether or not from a collective work;

4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.[16]

B. **When Teachers May Make Multiple Classroom Copies**

Multiple copies (not to exceed in any event more than one (1) copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

1. the copying meets the tests of brevity and spontaneity as defined below;

2. the copying meets the cumulative effect test as defined below;

3. each copy includes a notice of copyright.[17]

C. **Definitions**

1. Brevity

a. Poetry: (1) A complete poem if less than 250 words and if printed on not more than two (2) pages; (2) from a longer poem, an excerpt of not more than 250 words.[18]

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b. Prose: (1) Either a complete article, story or essay of less than 2,500 words; (2) an excerpt from any prose work of not more than 1,000 words or ten percent (10%) of the work, whichever is less, but in any event a minimum of 500 words.[19]

(Each of the numerical limits stated in "a." and "b." above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)[20]

c. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.[21]

d. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "b" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two (2) of the published pages of such special work and containing not more than ten percent (10%) of the works found in the text thereof, may be reproduced.[22]

2. Spontaneity

a. The copying is at the instance and inspiration of the individual teacher.[23]

b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.[24]

3. Cumulative Effect

a. The copying of the material is for only one (1) course in the school in which the copies are made.[25]

b. Not more than one (1) short poem, article, story, essay or two (2) excerpts may be copies from the same author, nor more than three (3) from the same collective work or periodical volume during one (1) class term.[26]

c. There shall not be more than nine (9) instances of such multiple copying for one (1) course during one (1) class term.[27]

(The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)[28]

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D. **Prohibitions as to the Sections Presented Above**

Notwithstanding any of the above, the following are prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Replacement or substitution may not occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.[29]

2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.[30]

3. Copying shall not:

   a. substitute for the purchase of books, publishers' reprints or periodicals;[31]

   b. be directed by higher authority;[32] nor

   c. be repeated with respect to the same item by the same teacher from term to term.[33]

4. No charge shall be made to the student beyond the actual cost of the photocopying.[34]

Televised Programs and Videotapes

If an educational institution has obtained a license that allows the institution to copy, redistribute, publicly perform or otherwise use a copyrighted work, the terms of the license agreement govern. If however, the institution has not purchased a license for public performance or reproduction, there are a limited number of scenarios in which a teacher may lawfully copy a videotape or other audiovisual work. The remainder of this section delineates when a teacher may lawfully reproduce an audiovisual work in the absence of a license agreement.

Reproduction of Television Broadcasts for Later Viewing

A. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broad cast programs" are television programs transmitted by television stations for reception by the general public without charge.[35]

B. Off-Air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.[36]

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C. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. The off-air recording may be repeated once only when instructional reinforcement is necessary.[37]

Music

The owner of a copyright in a musical work has an exclusive right to reproduce, prepare derivative works, distribute, and publicly perform his/her music.[38] Nonetheless, certain permissible uses may be considered "fair use".

Permissible Uses

A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.[39]

B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.[40]

C. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.[41]

D. A single copy of recordings of performances by students may be made or evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.[42]

E. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)[43]

Prohibitions

A. Copying to create or replace or substitute for anthologies, compilations or collective works.[44]

B. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.[45]

C. Copying for the purpose of performance, except for emergency copying, as described above.[46]

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D. Copying for the purpose of substituting for the purchase of music, except described under permissible uses A and B above.[47]

E. Copying without inclusion of the copyright notice that appears on the printed copy.[48]

Computer Programs[49]

The copyright owner of a computer program has the exclusive right to reproduce, prepare derivative works, and distribute the work.[50] Thus, one might be held liable for copyright infringement for copying software unless s/he has obtained a license from the copyright owner or unless the copying is considered "fair use".

A. **Archival Copies**

1. Libraries and schools may lawfully make one (1) archival copy of a copyrighted computer program under the following conditions:

   a. one (1) copy is made,

   b. the archival copy is stored,

   c. if possession of the original ceases to be lawful, the archival copy must be destroyed along with the original program, and

   d. copyright notice should appear on the copy.[51]

2. The original may be kept for archival purposes and the "archival copy" circulated. Only one (1) copy-either the original or the archival-may be used or circulated at any given time.[52]

3. If the circulating copy is destroyed, another "archival" copy may be made.[53]

4. If the circulating copy is stolen, the copyright owner should be consulted before circulating or using the "archival" copy.[54]

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use exemptions can be overridden by license restrictions.[55] This stresses the need to review and abide by the terms and conditions of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations.[56] By installing or using a licensed software product, you are legally bound by its agreement.[57]

Typical license restrictions include:

A. An archival (backup) copy of a copyrighted program may be made if:

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1. only one (1) copy is made;

2. the archival copy is stored; and

3. copyright notice appears on the copy.

B. If only one (1) program is owned under license, it may only be used on one (1) machine at a time.

C. A single program may not be loaded into a computer that can be accessed by several different terminals for simultaneous use.

D. If the computer is capable of being used by another to make a copy of the program, a warning should be posted on the computer, such as the following:

Many computer programs are protected by copyright. 17 U.S.C. 101. Unauthorized copying may be prohibited by law.

In certain circumstances, negotiating objectionable terms with the publisher may be recommended (although with consumer "shrinkwrap" agreements, this may not be possible).[58]

Special Concerns: Libraries

Library Copying and Distribution Guidelines[59]

In General

Congress has provided a safe harbor for libraries, under which libraries may not be liable for copyright infringement in certain situations. (Note: this safe harbor may not protect a library if the library violates the license agreement by which the work was obtained.[60])

General Explanation of the Exemption

Requirements for Exemption

For a library to benefit from the exemption, it must meet three (3) conditions.

A. Reproduction or distribution is made without any purpose of direct or indirect commercial advantage.[61]
Non-profit libraries may claim benefit of the exemption so long as the reproduction and distribution were not commercially motivated. Profit-making or other commercial institutions are also eligible for the exemption, as long as the reproduction and distribution was not commercially motivated.[62]

B. The library must be an Open Collection

To qualify as an Open Collection, a library's collection must be (1) open to the public, or (2) open to at least to persons doing research in the specialized field that is the subject of the collections.[63]

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C. Copyright Notice May Be Required

If the original work contains a notice of copyright, that notice should also be affixed to the copy.[64] Otherwise, "if no such notice can be found on the copy that is reproduced", then the library can discharge its obligations by including "a legend stating that the work may be protected by copyright."[65]

Works not Qualifying for the Exemption

The exemption does not apply to a musical work, to a pictorial, graphic or sculptural work, or a motion picture or other audiovisual work other than an audiovisual work dealing with news unless the copy is for presentation or replacement as described below.[66]

Copies Preservation or Replacement Purposes[18]

A. A library may make up to three (3) copies of an unpublished work for purposes of preservation, including copies in digital form, if that format is not made available to the public.[67] This provision applies only to copies of works that are currently in the library's possession.[68]

B. A library may make up to three (3) copies of a published work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.[69]

C. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available to the public.[70]

Use of Videotapes in Library

In-Library Use of a Copyrighted Videotape

A. When a videotape purchase is made by the library, the vendor should be made aware of the library's intended use of the videotape. Even if a videotape is labeled "For Home Use Only," private viewing in the library should be considered to be authorized by the vendor's sale to the library if the vendor knew of the library's intended use of the videotape.[71]

B. Permission is required for public viewing of a videotape in a library, unless the requirements for classroom use are met.[72]

C. Notices should be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws. An acceptable notice includes the following:

Many videotaped materials are protected by copyright. Unauthorized copying may be prohibited by law. 17 U.S.C. 101.[73]

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Third Party Use of Videotapes at School Facilities

A. Libraries that allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so. [74]

B. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, i.e., one (1) person, or no more than one (1) family, at a time.[75]

C. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.[76]

Lending of Computer Programs by a Non-Profit Library

Nonprofit libraries may lend a computer program for non-profit purposes, so long as each copy of the computer program has the following noticed affixed "verbatim" to the packaging:[77]

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaption, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaption of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

37 CFR 201.24(b). This notice must be affixed to the packaging that contains the copy of a computer program loaned to a library patron.[78] The notice must include a label that is durably attached to the copies or its packaging.[79] The notice must be clearly legible and readily apparent to a casual observer.[80]

Special Concerns: Internet and Other Modern Technology Issues

Databases

Generally, the information made available to researchers from commercial online and CD-based electronic databases is copyrighted.[81] Read the terms and conditions for a database before using or downloading.

Distance Learning

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In General

In the distance learning context, where educational materials are transmitted over a network, the computers involved generally make copies of the educational materials in making the transmissions. This copying, however, depending on the circumstances, may not be an infringement. Under the TEACH Act, Congress created an exemption to protect schools that choose to utilize distance learning. Under this exemption, if a learning institution adheres to specific requirements, they will not be liable for copyright infringement. Instructors must be mindful of the requirements.

Institutional Considerations

In order to qualify for the distance learning exemption, an accredited nonprofit educational institution must have the necessary technological measures in place and implement a copyright policy.[82]

Accredited Non-Profit Educational Institution

These guidelines apply to accredited nonprofit educational institutions.[83] An institution utilizing distance learning must be one (1) of two (2) types to qualify for the TEACH Act exemption:

A. an institution providing post-secondary education, as determined by a regional or national accrediting agency recognized by the Council on Higher Education Accreditation or the United States Department of Education; or

B. an institution providing elementary or secondary education, which shall be recognized by the applicable State certification or licensing procedures.[84]

Necessary Technological Measures

A. Reception

To the extent technologically feasible, the institution's information technology officials must limit the reception of distance learning transmissions to students officially enrolled in the distance learning course.[85] This may, for example, be accomplished by transmission over a secure system with technological limitations on access to the class or program such as a PIN number, password, smartcard or other means of identification of the enrolled student.

Reception must be in a classroom or other similar place normally devoted to instruction or any other site where the reception can be controlled by the eligible institution.[86] These guidelines are also applicable to government agency employees who take the course or programs offered by the agency as a part of their official duties.[87]

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B. Reproduction and Access to Copies

The institution's information technology officials must apply technology measures to reasonably prevent (1) participants enrolled in the course from retaining the copyrighted materials for longer than the class session, and (2) participants from disseminating unauthorized copies of the copyrighted materials.[88]

Educational institutions may retain copies of their digital transmissions, provided that no further copies are made from those works.[89]

C. Other Considerations

Information technology officials should review their technological systems to be certain that the distance learning system does not interfere with digital rights management technology or other technological measures that copyright owners use to control their works.[90]

Implement a Copyright Policy

The transmitting institution must "institute policies regarding copyright."[91] These policies should provide informational materials to faculty, students, and relevant staff members that accurately describe, and promote compliance with, the laws of the United States relating to copyright, and provide notice to students that materials used in connection with the course may be subject to copyright protection.[92] Among other possible strategies, institutions might distribute printed information, post information on websites, and have users click an agreement each time they use the distance learning software.

Instructor's Considerations

Instructors need to be aware of the types of material that are protected and must oversee the use of such materials.[93]

A. Types of Works Qualifying for the Exemption

To qualify for the distance learning exemption, the material transmitted by the instructor must be of a proper type.[94] Transmission of any of the following may be exempt from infringement:

1. performance of a nondramatic literary or musical work,[95]

2. performance of reasonable and limited portions of all other works,[96] (e.g. plays and visual art)[97]

3. display of a work in an amount comparable to that which is typically displayed in the course of a live classroom session,[98] or

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4. transmission of works converted from analog format to digital format if: (1) a digital version is unavailable to the institution, or is available but subject to technological protection that prevent its transmission for distance learning, and (2) the conversion and transmission is limited to the amount authorized (see section b. above – "reasonable and limited" portions).[99]

B. Types of Works Not Qualifying for the Exemption

Transmission of the following is not exempt from infringement:

1. works produced or marketed primarily for performance or display as part of "mediated instructional activities transmitted via digital networks" (e.g. commercially available on-line educational materials)[100]

2. textbooks, course packs, or other course materials that are typically purchased or acquired by students for their individual use[101]

3. works that were unlawfully made or acquired (e.g. pirated materials)[102]

C. Oversee Use of Material

The performance or display of the copyrighted material must be made under the teacher's actual supervision. The material must be directly related to the content of the lesson and must be part of the systematic instruction of the students. The performance may not be for entertainment purposes.[103]

D. Number of Copies and Lifetime thereof

An institution may make no more than thirty (30) copies of a particular transmission program, if (1) no further copies are reproduced, and (2) except for one (1) copy preserved exclusively for archival purposes, the copies are destroyed within seven (7) years from the date the transmission was first transmitted to the public.[104]

Examples: When Permission of Copyright Owner is Required

A. Commercial uses: Any commercial use including the situation where a nonprofit educational institution is conducting courses for a for-profit corporation for a fee such as supervisory training courses or safety training for the Corporation's employees.[105]

B. Dissemination of recorded courses: An institution offering instruction via distance learning under these guidelines wants to further disseminate the recordings of the course or portions that contain performance of a copyrighted work.[106]

C. Uncontrolled access to classes: An institution (agency) wants to offer a course or program that contains the performance of copyrighted works to non-employees.[107]

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School as an Internet Service Provider (ISP)

In the event that the School or an institution of the School operates as an internet service provider, the School or institutions of the School may be able to take measures under the copyright statutes to limit copyright liability. If the School wishes to take advantage of these internet service provider limitations, an attorney should be consulted.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of publication. Copyright ownership information should include the copyright notice (c), year of first publication, and name of copyright holder.[108]

Always include the notice of copyright present in the original work. The following is a satisfactory notice:

Notice: This material may be protected by copyright law.

If alterations have been made in the copyrighted material, this should be noted in the credits.

Obtaining Permission for Use of Copyrighted Material

Questions concerning copyright procedures, including fair use, should be addressed to the School Copyright Officer.

Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines. To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department of the copyright holder (usually the publisher).

Copyright Clearance Center, Inc.
222 Rosewood Drive
Danvers, MA 01923
(978) 750-8400
www.copyright.com.

To request permission from the publisher, the request must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained by the School Copyright Officer.

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A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image; and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.

REFERENCES

[1] 17 U.S.C. 102(a) (reciting all types of works except for computer programs). See also 17 U.S.C. 101 (defining computer program in the copyright statute) in view of Apple Computer v. Franklin Computer Corp., 714 F.2d 1240, 1253 (affording copyright protection to various computer programs).

[2] 17 U.S.C. 102(b).

[3] 17 U.S.C. 105.

[4] 17 U.S.C. 106.

[5] See 17 U.S.C. 501 (stating in part "Anyone who violates any of the exclusive rights the copyright owner…is an infringer"); 17 U.S.C. 502 (providing for injunctions in cases of copyright infringement); 17 U.S.C. 503 (allowing injunctions for copyright infringement); 17 U.S.C. 504 (providing for actual damages, statutory damages, and profits for copyright infringement); 17 U.S.C. 505 (providing for attorney's fees for copyright infringement); 17 U.S.C. 506 (providing for criminal offenses for copyright infringement);

[6] 17 U.S.C. 107.

[7] 17 U.S.C. 109.

[8] 17 U.S.C. 108.

[9] See e.g. 17 U.S.C. 107 (describing the "Fair Use" exception, and particularly noting that "the factors to be considered include") (emphasis added). Thus, regarding "fair use", courts use a balancing approach instead of a bright-line test.

[10] 17 U.S.C. 106.

[11] 17 U.S.C. 110(1).

[12] 17 U.S.C. 110(1).

[13] 17 U.S.C. 110(4).

[14] Nimmer on Copyright 2.06(A).

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[15] 17 U.S.C. 107.

[16] See http://www4.law.cornell.edu/uscode/17/107.notes.html (linking to H.R. Rep. No. 94-1476, 94th Cog., 2d Sess. (1976) from which this section is adapted). Specifically, this excerpt is taken from the portion of this bill with the heading "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with respect to books and periodicals". See id. H.R. Rep. No. 94-1476 is included along-side 17 U.S.C. 107 (Entitled "Limitations on Exclusive Rights: Fair Use) in the "Historical and Revision Notes" comments. See id.

[17] Id. (referring to Comments of 17 U.S.C. 107).

[18] Id. (referring to Comments of 17 U.S.C. 107).

[19] Id. (referring to Comments of 17 U.S.C. 107).

[20] Id. (referring to Comments of 17 U.S.C. 107).

[21] Id. (referring to Comments of 17 U.S.C. 107).

[22] Id. (referring to Comments of 17 U.S.C. 107).

[23] Id. (referring to Comments of 17 U.S.C. 107).

[24] Id. (referring to Comments of 17 U.S.C. 107).

[25] Id. (referring to Comments of 17 U.S.C. 107).

[26] Id. (referring to Comments of 17 U.S.C. 107).

[27] Id. (referring to Comments of 17 U.S.C. 107).

[28] Id. (referring to Comments of 17 U.S.C. 107).

[29] Id. (referring to Comments of 17 U.S.C. 107).

[30] Id. (referring to Comments of 17 U.S.C. 107).

[31] Id. (referring to Comments of 17 U.S.C. 107).

[32] Id. (referring to Comments of 17 U.S.C. 107).

[33] Id. (referring to Comments of 17 U.S.C. 107).

[34] Id. (referring to Comments of 17 U.S.C. 107).

[35] http://www.lib.jmu.edu/org/mla/Guidelines/ (linking to the Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes").

[36] Id. (citing Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes.")

[37] Id. (citing Music Library Association's "Guidelines for Off-Air Recordings of Broadcast Programming for Educational Purposes.")

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[38] 17 U.S.C. 107.

[39] See http://www4.law.cornell.edu/uscode/17/107.notes.html (linking to H.R. Rep. No. 94-1476, 94th Cog., 2d Sess. (1976) of which this section is verbatim). Specifically, this excerpt is taken from the portion of this bill headed "guidelines for educational uses of music". See id. H.R. Rep. No. 94-1476 is included along-side 17 U.S.C. 107 (Entitled "Limitations on Exclusive Rights: Fair Use) in the "Historical and Revision Notes" comments. See id.

[40] Id. (referring to Comments of 17 U.S.C. 107).

[41] Id. (referring to Comments of 17 U.S.C. 107).

[42] Id. (referring to Comments of 17 U.S.C. 107).

[43] Id. (referring to Comments of 17 U.S.C. 107).

[44] Id. (referring to Comments of 17 U.S.C. 107).

[45] Id. (referring to Comments of 17 U.S.C. 107).

[46] Id. (referring to Comments of 17 U.S.C. 107).

[47] Id. (referring to Comments of 17 U.S.C. 107).

[48] Id. (referring to Comments of 17 U.S.C. 107).

[49] See 17 U.S.C.A. 107 (West 2002) (also known as the "Fair Use Doctrine"); 17 U.S.C.A. 117 (West 2002) (allowing an owner to make a copy of a computer program in certain limited situations); 17 U.S.C.A. 109(b)(2) (West 2002) (also known as the "First Sale Doctrine") (allowing nonprofit libraries to lend computer providing a warning of copyright is affixed to the program (37 C.F.R. 201.24, "Warning of copyright for software lending by nonprofit libraries")).

[50] Id. 17 U.S.C. 107.

[51] These guidelines are adapted from the American Library Association's Model Policy of 1986 (available at http://www.ifla.org/documents/infopol/copyright/ala-1.txt) (last accessed Oct. 17, 2005). See also 17 U.S.C. 117.

[52] Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

[53] Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

[54] Id. (referring to ALA's Model Policy of 1986 and 17 U.S.C. 117).

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[55] In other words, even if a party is not liable for copyright infringement, that party may still be liable for breach of contract. As such, State law would apply to the contract claim to the extent that State law is not pre-empted by Federal copyright law.

[56] See previous note.

[57] Regarding so-called "shrink wrap" license agreements, compare ProCD v. Zeidenberg, 86 F.3d 1447, 1449 (7th Cir. 1996) (enforcing shrink-wrap licenses), with Step-Saver Data Sys., Inc. v. Wyse Tech., 939 F.2d 91, 93, 99 (3rd Cir. 1991)(invalidating shrink-wrap licenses under the UCC).

[58] The Association of Research Libraries (ARL) provides guidelines for negotiating license agreements for computer software, available at http://www.arl.org/scomm/licensing/index.html. See also, supra note 64 (discussing shrink-wrap license agreements).

[59] See generally 17 U.S.C. 108 (commonly referred to as the statutory exemption for libraries). See also Nimmer 8.03 (discussing the statutory exemption for libraries).

[60] Such a violation may be a breach of contract even if it is not a copyright violation.

[61] 17 U.S.C. 108(a)(1).

[62] Nimmer 8.03(A)(1).

[63] 17 U.S.C. 108(a)(2).

[64] 17 U.S.C. 108(a)(3).

[65] 17 U.S.C. 108(a)(3). See also Nimmer 8.03(D).

[66] 17 U.S.C. 108(i).

[67] 17 U.S.C. 108(b).

[68] 17 U.S.C. 108(b)(1).

[69] 17 U.S.C. 108(c).

[70] 17 U.S.C. 108(c).

[71] These guidelines are adapted from the American Library Association's Model Policy of 1986 (available at http://www.ifla.org/documents/infopol/copyright/ala-1.txt) (last accessed Oct. 17, 2005). This model policy was drafted by Mary Hutchings Reed and Debra Stanek. Mary Hutchings Reed is a partner in the law firm of Sidley & Austin, Chicago, and counsel to the American Library Association. Debra Stanek will graduate in June 1986 from the University of Chicago Law School. As of 2005, this Model Policy has not been incorporated into the copyright statute. See 17 U.S.C. 108. In particular, the current statutory library

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exemption does not extend to musical works, to pictorial, graphic or sculptural works, or to motion pictures or other audiovisual works, except that news-related audiovisual works may fall within the exemption. 17 U.S.C. 108(i).

[72] Id. (referring to the ALA's Model Policy of 1986).

[73] Id. (referring to the ALA's Model Policy of 1986).

[74] Id. (referring to the ALA's Model Policy of 1986).

[75] Id. (referring to the ALA's Model Policy of 1986).

[76] Id. (referring to the ALA's Model Policy of 1986).

[77] 17 U.S.C. 109(b)(2)(A).

[78] 37 CFR 210.24.

[79] 37 CFR 210.24.

[80] 37 CFR 210.24.

[81] See 17 U.S.C. 101 (extending copyright protection to any "original work of authorship" that is "fixed in a tangible medium of expression") in view of Fiest Publications v. Rural Telephone Service Co., 499 U.S. 340 (1991) (deeming that "originality" is the relevant standard for copyrightability, and dismissing the "sweat of the brow" test).

[82] See generally, 17 U.S.C. 110(2).

[83] Id.

[84] 17 U.S.C. 110(2) (third paragraph after clause (10)).

[85] 17 U.S.C. 110(2)(C).

[86] See 17 U.S.C. 110(2).

[87] 17 U.S.C. 110(2)(C)(ii).

[88] 17 U.S.C. 110(2)(D)(ii).

[89] See 17 U.S.C. 110 (final paragraph).

[90] 17 U.S.C. 110(2)(D)(ii)(II).

[91] 17 U.S.C. 110(2)(D)(I).

[92] Id.

[93] See supra notes 44-51.

[94] See generally 17 U.S.C. 110(2) (commonly referred to as the TEACH Act).

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[95] 17 U.S.C. 110(2).

[96] 17 U.S.C. 110(2).

[97] National Law Journal (Feb. 10, 2003) (available at http://www.goodwinprocter.com/publications/hildebrand_klosek_02_10_03.pdf)

[98] 17 U.S.C. 110(2).

[99] 17 U.S.C. 112(f)(1).

[100] 17 U.S.C. 110(2).

[101] 17 U.S.C. 110(2) (second paragraph after clause (10)).

[102] 17 U.S.C. 110(2).

[103] 17 U.S.C. 110(2) (second paragraph after clause (10)).

[104] 17 U.S.C. 112(b).

[105] See 17 U.S.C. 110(2).

[106] See 17 U.S.C. 110(2).

[107] See 17 U.S.C. 110(2).

[108] Id. (referring to "CONTU Guidelines on Photocopying Under Interlibrary Loan Arrangement").

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PROGRAM ACCOUNTABILITY AND EVALUATION

Purpose

Evaluation is essential to achieve adequately a desired learning outcome. Staff needs to be able to monitor a given situation in such a way that the School has appropriate data about the current status on which to base decisions and actions. If the assessment is inadequate (for one of several reasons), it could lead to inappropriate actions and ultimately to lack of accomplishment of the School's goals and staff responsibilities.

Sequence of Tasks in Program Evaluation

Task 1 Clarify the outcomes and elements of the program to be evaluated.

Task 2 Describe program outcomes and elements as they should be.

Task 3 Determine the procedures for gathering needed information about current status of program outcomes and elements.

Task 4 Gather the data.

Task 5 Verify the accuracy and sufficiency of the data.

Task 6 Assess the following program criteria:

1. comparing the data (Task 4) with the standards (Task 2) to determine strengths and weaknesses;

2. determining relative significance of both strengths and weaknesses.

Task 7 Evaluate the program by judging its value or worth based on the assessment (Task 6).

Program Evaluation Checklist

When conducting an evaluation of the School's program, use some or all of the following questions to 1.) determine what is to be evaluated (Task 1), 2.) determine standards (Task 2), and then 3.) obtain evidence about its effectiveness (Task 3):

A. Results

1. How proficiently are the participating students learning to perform the tasks in each component of the program?

2. How well are the participating students achieving each of the parts of the INTENDED LEARNING OUTCOME as demonstrated by their performance on the APPLICATION OF LEARNING TASKS?

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3. What specific secondary gains (additional benefits) are being realized for the participating students? for other students? for teachers? for the School? etc.

4. What specific side effects (negative consequences) are realized for the participating students? for other students? for teachers? for the School? etc.

5. How well does the program comply with local, state, and Federal regulations, guidelines, policies, constraints, etc.?

B. Attitudes

1. To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?

2. To what extent do those not directly involved in the program think it is a good program and should be continued?

C. Program Operation

1. How well do the needs assessment procedures work to efficiently identify the students who should be involved in the program?

2. How well is the organization and the scheduling of the program working to provide the participating students the opportunity to achieve program goals and meet other needs without inhibiting other students from achieving their learning goals and objectives?

3. How well is the staff able to fulfill the roles and responsibilities needed to develop and implement the program?

4. How well are the program-planning procedures working to create a plan for learning that will achieve the Intended Learning Outcomes of the program?

5. How effective are the instructional procedures being used working to implement the curriculum and to facilitate the students' achievement of the program goals?

6. How adequate and appropriate are the facilities being used to implement the program effectively?

7. How adequate, appropriate, and available are the instructional resources needed to implement the program effectively?

8. How well is the information about the program and its participating students being communicated to those who need, want, and/or should have the information?

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Establishing Criteria and Standards

Criteria and standards for each selected program result and/or elements need to be determined, based on the amount and quality of those characteristics that either are essential for the program to be effective or that are needed to satisfy people in the particular situation.

The following are suggested procedures for establishing a set of criteria and standards for evaluating any school learning program:

A. Using the Program Evaluation Checklist above, identify the results and elements of the program which are of particular interest or concern.

B. Arrange the results and the elements in terms of relative importance and/or assign a weight to each.

C. For each element, identify criteria by which that result or element should be assessed and evaluated.

(Criteria deal with qualities or characteristics [e.g., number of, adequacy of, etc.], while standards indicate how much (many) is acceptable. For example, asking, "To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?" would be a question related to the criterion of acceptability of the program. The standard would be how many or what percentage of those in the program would have to want to continue in order for the acceptability or attitude toward the program to be "excellent," "good," or "poor.")

D. For each criterion, decide the standards for determining what number or level or degree will be used for the MALQ (Minimum Acceptable Level of Quality), generally judged as "poor but acceptable", and what will be the DLQ (Desired Level of Quality), generally judged to be "excellent". Anything in-between can be rated by such terms as "fair", "good", "above-average" etc.

E. For each criterion, develop a rating scale or some way of assigning a numerical value to varying degrees of that quality based on evidence or on opinion supported by evidence.

For examples of rating systems with criteria/standards, refer to AG 2252, Step Four and AG 2521, Section E.

Evaluation Guidelines

Evaluation is a judgment about how good (or poor) something is, based on how well it meets particular standards.

If plans for evaluating a program are made when the program is planned, the task of evaluating is made considerably easier than if the evaluation plan is not developed until after the program has been planned and/or implemented.

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The following are some suggested guidelines regarding evaluation:

A. Decide, well in advance of any reporting, what will be evaluated, who will be asked to evaluate, and when and on what basis the program will be evaluated.

B. Be sure that everyone involved in the evaluation is clear about the criteria and standards and what will be considered evidence on which to base a rating of each criterion.

C. Devise checklists, forms, etc. to make it easier for people to keep track of data related to each criterion.

D. Do not formally assess and evaluate a program until there is evidence of results. In a learning program, nothing else - attitudes, teaching procedures, etc. - should be judged, except in terms of how each helps to produce the learning results. Also, do not keep changing the program until there is evidence of results. Let the program produce results, and then assess them and key program elements. After the assessment/evaluation is completed, changes can be made by the following actions:

1. maintain and/or improve learning outcomes and other desired results;

2. improve elements of the program;

3. maintain/increase secondary gains;

4. decrease or eliminate side-effects.

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STUDENT ASSESSMENT

Purpose of Testing

Testing, like any other element of the School's program, should have a definite purpose related to student achievement of learning goals. No test should be given without first defining its purpose and determining how the results will be used.

Suggested Purposes for Various Tests

Achievement Tests

A.. to measure a student's progress in achieving desired learning outcomes

B. to determine a student's learning strengths and weaknesses and/or diagnose their causes

C. to assess the effectiveness of the School's program and/or identify/ diagnose educational strengths and weaknesses

D. to evaluate curriculum and/or instructional strategies and resources

Uses of Test Results

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students is learning.

Item Analysis

If test results are to be used effectively, an analysis of the test items usually should be the first step. Such an analysis makes it easier to determine where students are strong and weak so instruction can be focused accordingly. A proper analysis should provide the knowledge that will aid in designing appropriate learning activities and in producing a more reliable assessment and more useful communication with both students and their parents.

Retesting of Students

A student may retake any State-required tests in accordance with applicable law and State guidelines.

Students with disabilities shall be provided accommodations necessary to allow the students to take any State required tests. The decision as to what constitutes *appropriate* and *acceptable* accommodation will be determined by each student's IEPT, 504 Team, or others responsible for the student's educational program.

Non-special education students with learning disabilities, 504 disabilities, and/or other learning-related difficulties who do not receive acceptable scores on the 4th grade or 7th grade State required reading tests are to receive special assistance designed to bring their reading skill up to grade level within twelve (12) months.

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Curriculum and Instruction

Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen the faculty's understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose and remediate.

Communication with Parents

As one of the important partners in the educative process, it is essential that parents be kept properly informed of test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:

A. Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.

B. Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.

C. Communicate what the test is designed to measure as well as what it does not attempt to measure.

D. Share the norms, if applicable, and how such norms or standards have been created.

E. Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

Use in Remediation and Promotion/Retention

A. Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by each of the State required tests and achievement tests.

B. Test results will be used by all classroom teachers to assist in identifying and implementing instruction appropriate to the needs of students who do not meet the identified competency standards.

C. Test results may be used by teachers, administrators, and guidance personnel as a factor in promotion and graduation decisions but shall not be the sole factor in determining promotion or graduation.

D. Intervention shall continue until students attain minimum proficiency as measured by the MEAP test.

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E. Special area teachers shall assist regular classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.

F. Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study.

Revised Spring 2016

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STUDENT PORTFOLIOS

A portfolio containing evidence of what the student has learned in each component of the School's core curriculum is required of each student.

Each student's portfolio shall contain at least the following:

A. a record of the student's annual academic and nonacademic plans he/she intends to follow;

B. a record of academic achievements including transcripts, results on MEAP, and other normed achievement tests given by the School;

C. a record of problem-solving experience; and lifelong-learning experiences, including community service experiences;

D. a record of accomplishments and recognitions, including academic competencies, awards, and certificates.

Each student or his/her parents are responsible for submitting records of any non-school activities that may be a useful addition to the portfolio.

The portfolio is to be cumulative, beginning with the student's entry into the School, and is to be transferred to the student's teacher(s) each succeeding school year and to the Superintendent of the next school the student will attend.

The portfolio shall be considered a student record, governed by the FERPA, but shall be given to the student upon graduation or upon leaving the School.

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3000 **STAFF**

The Board is under contract with an Educational Service Provider (ESP) to operate the School and provide support staff. The ESP is responsible for selecting, evaluating, retaining, terminating and fixing the term of employment and compensation of the ESP employees working at the School.

The Board retains the authority to hire directly staff not accountable to or employed by the ESP.

3121 Criminal History Record Check
3123A Section 504/ADA—Prohibition against Disability Discrimination in Employment

3220A Evaluation of Staff

Revised Fall 2011; Spring 2014; Fall 2016; Spring 2018

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CRIMINAL HISTORY RECORD CHECK

Prior to making any offer of employment to a new applicant, the following procedure is to be used:

A. The applicant will be asked to call toll free 1-866-226-2952 to set up an appointment. He/She may access the Identix Identification Services (IIS) web site at www.identix.com/iis.

B. IIS will provide the applicant with a date and location closest to the applicant. IIS has ten (10) business days from the date of contact to fingerprint the applicant. Also, the appointment must be within a fifty (50) mile radius of each applicant.

C. The applicant will be expected to bring payment and the form provided by his/her school, designating the purpose for which a background check is needed. Only background checks required by state law will be performed.

D. Cost of processing the fingerprint record through the state's criminal history records, maintained by the Michigan State Police (MSP) and the Federal Bureau of Investigation (FBI), is $54.00. The IIS electronic service fee is $16.00. Each request must be accompanied by a check in the amount of $70.00 payable to Identix Identification Services.

E. IIS will capture the fingerprints and personal information and will transmit the data to the MSP.

F. MSP will perform the check on the state database and forward the criminal history check to the FBI, if required. MSP will mail the combined printed responses to the School, usually within five (5) business days.

G. All information received from the criminal history check shall be handled and stored pursuant to Policy 8321.

H. The Educational Service Provider/Superintendent shall determine whether or not to consider disqualification of an applicant based on the records check.

I. If the records show that an applicant has been convicted of any of the crimes described in 380.1539b, the Educational Service Provider/School Leader must report such conviction to the Michigan Department of Education, Office of Professional Preparation and Certification Services, P.O. Box 30008, Lansing, Michigan 48909.

J. Any Staff member must advise the Educational Service Provider/Superintendent if they have been convicted of a felony or enumerated misdemeanor.

New Guideline Spring 2018

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SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Directors prohibits discrimination against any employee or applicant based on his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

A. recruitment, advertising, and job application procedures;

B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;

C. rates of pay or any other form of compensation and changes in compensation;

D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

E. leaves of absence, sick leave, or any other leave;

F. fringe benefits available by virtue of employment, whether or not administered by the Board;

G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;

H. activities sponsored by the Board, including social and recreational programs; and

I. any other term, condition, or privilege of employment.

The Board will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the School's program and/or activities. A reasonable accommodation is not necessarily required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");

B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or

C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated

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by the School as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504/ADA but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, eating sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological
2. musculoskeletal
3. special sense organs
4. respiratory, including speech organs
5. cardiovascular
6. reproductive
7. digestive
8. genitourinary
9. hemic and lymphatic
10. skin
11. Immune
12. circulatory
13. endocrine

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B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

Individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

A. individuals who are currently engaging in the illegal use of drugs, when the School acts on the basis of such use

B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others

C. with respect to employment, an individual who has a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, is unable to perform the duties of the job

D. an individual on the basis of homosexuality or bisexuality

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E. an individual on the basis of:

1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders

2. compulsive gambling, kleptomania, or pyromania, or

3. psychoactive substance use disorders resulting from current illegal use of drugs

Individual with a disability includes an individual who:

A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;

B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or

C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Public Notice

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement that the Board does not discriminate against persons with disabilities in employment or the provision of services. This requirement may be met by including an insert in existing publications or revising and reprinting publications.

> Equal Employment Opportunity Statement
>
> The Greenspire School Board does not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, or any other protected status in its employment decisions or the provision of services.

The Board will also include a notice of reasonable accommodation requirements on School employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the School's Section 504 Compliance Officer (who also serves as its ADA Coordinator).

Decision-Making Process for Determining/Identify Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the School will take into account two (2) factors:

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A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and

B. the specific functional requirements of the particular job.

A reasonable accommodation is “any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.” Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The School Section 504 Compliance Officer/ADA Coordinator will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The School recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the School will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as may be appropriate:

A. Examination of the particular job involved and determination of its purpose and essential functions. The School will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job.

B. The School will then consult with the individual with a disability to find out his/her specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties to identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.

C. In consultation with the individual, the School will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.

D. If the parties are still not able to identify an appropriate accommodation, the School will seek technical assistance.

E. If there are several effective accommodations that would provide an equal employment opportunity, the School will select the accommodation that best serves the needs of the individual and the School. While the School will give the individual with a disability preference first consideration, the School may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The School may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The School does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The School will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation

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may not meet the employee's functional limitation. The School will respect an individual with a disability's right not to accept an accommodation if s/he has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, s/he may be considered unqualified and may either be refused employment or discharged.

The School may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation. Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the School will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the School will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision not to act.

Reasonable accommodations may include:

A. Making facilities used by employees readily accessible to and usable by individuals with disabilities.

B. Job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

C. Making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees.

D. Reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a uniformly-applied seniority system (i.e., a negotiated collective bargaining agreement).

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the School's program or activity include:

A. the overall size of the School's program or activity with respect to number of employees, number and type of facilities, and size of budget;

B. the type of the School's operation, including the composition and structure of the School's workforce; and

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C. the nature and cost of the accommodation needed.

Employment Criteria

The School will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The School will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the School will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The School will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions - this includes requesting the applicant to describe or demonstrate how s/he would perform the functions.

The School may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the School decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

A. allowing people with certain learning or dexterity disabilities to take extra time on a test;

B. assuring the test site is accessible to a person with a mobility impairment;

C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and

D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the School conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the School will:

A. subject all entering employees to such an examination regardless of disability, and

B. the results of the examination will be used only as authorized by law.

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The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the Board to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and regarding necessary accommodations;

B. first aid and safety personnel may be informed where appropriate, if the condition might require emergency treatment; and

C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications are likewise prohibited as subjects of inquiry during job interviews. The School, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether or not the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, s/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation should always be linked with performance on a specific job function. The interviewer should never ask an open-ended question such as "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the School may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

A. Have you ever had or been treated for any of the following conditions or diseases?

B. Please list any conditions or diseases for which you have been treated in the past three (3) years.

C. Have you ever been hospitalized? If so, for what condition?

D. Have you ever been treated by a psychiatrist or psychologist? Is so, for what condition?

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E. Have you ever been treated for any mental condition?

F. Is there any health-related reason you may not be able to perform the job for which you are applying?

G. Have you had a major illness in the last five (5) years?

H. How many days were you absent from work because of illness last year?

I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?

J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?

K. Are you taking prescribed drugs?

L. Have you ever been treated for drug addiction or alcoholism?

M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant himself/herself (i.e. previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

A. Can you meet the requirements of our attendance policy?

B. Can you perform the tasks of this position with or without an accommodation?

C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could only be asked to demonstrate job performance if all other candidates must do so.)

If an applicant indicates s/he has performed a particular function with an accommodation, the potential employer may inquire about it.

New guideline Fall 2011
Revised Guideline Spring 2014; Fall 2016

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EVALUATION OF STAFF

Evaluations shall be used for improving effectiveness of the professional staff members, granting of tenure and determining promotion, assignment, retention and removal. The following guidelines will be used for evaluating teacher performance.

All teachers shall be evaluated annually and provided with timely, constructive feedback. Those who receive a Marginally Effective or below rating on the evaluation shall be provided an Individualized Development Plan (IDP) as described in AG 3221.

Guidelines for Annual Year-End Evaluation

The year-end evaluation shall include:

A. With the 2014-15 school year, student growth and assessment data as forty percent (40%) of the performance evaluation;

B. With the 2015-16 school year, student growth and assessment data as fifty percent (50%) of the performance evaluation.

Three (3) consecutive years of student growth and assessment data shall be used where available for the evaluation. If less than three (3) years of data are available, the amount available shall be used.

The evaluation tool will specify how student growth and assessment data will be measured, and the information for each teacher will be shared with the teacher.

Student growth data may be exempted for a particular student for the school year, upon recommendation of the evaluating administrator and approval of the Educational Service Provider.

Job objectives are clearly stated, are complete and accurate in content, are agreed upon by the evaluator and the Staff member, and are divided into the following categories:

A. expected/desired results (what is to be accomplished)

B. expected/desired actions (how something is to be done)

C. expected/desired attitudes (willingness to act in a particular manner)

Factors hindering achievement of job objectives are clearly-defined and agreed upon by the evaluator and the Staff member.

Classroom Observations

Classroom observations shall be performed as determined in the evaluation tool used by the School.

The observations shall, as a minimum, include:

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A. Review of the lesson plan for the class;

B. The State standard being taught in the lesson;

C. Assessment of student involvement in the lesson.

The classroom observation need not be for a full class period.

Teachers rated Minimally Effective or Ineffective in any of the prior two (2) year-end evaluations shall have multiple classroom observations during the evaluation year.
Strategy for Evaluation

Mid-Year Progress Report

The mid-year progress report shall be used to assess teacher progress and to assist with meeting goals for the year-end evaluation.

The report shall include:

A. Assessment of student achievement;

B. Assessment of progress towards the goals from the IDP;

C. Identification of specific goals for the remainder of the year and training needed to achieve these goals. These goals shall be developed with the teacher.

The mid-year report will not replace the required year-end evaluation.

Strategy for Evaluation

The following guidelines should be followed when designing an evaluation plan. (See AG 2605 for steps of the strategy and additional guidelines.)

Relevant Terms

measurement - determination of the current result and/or performance

assessment - comparison of the current result/performance with a desired and/or minimally acceptable level of quality

observation - measurement and/or assessment while one or more aspects of the expected result is being produced or created (performance)

evaluation - value judgment about the result/performance based on the assessment

Intended Outcome of the Evaluation Plan

The procedure should produce conclusions that do the following:

1. include those characteristics of a result and/or performance that meet or exceed described standards;

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2. include those characteristics that fall below such standards;

3. are complete (no missing elements), accurate (no factual errors or unsupported inferences), and clear (understandable by all relevant parties);

4. indicate priorities for closing important gaps between current results/performance and expected results/performance;

5. provide a judgment about the value or worth of the result and/or performance.

Ineffective Ratings

Teachers who rate Ineffective on three consecutive year-end evaluations must be terminated from employment. Teachers with an Ineffective rating may be terminated upon the recommendation of the Administration and approval of the Board.

New Guideline Spring 2014

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5000 **STUDENTS**

5110	Student/Parent Handbook
5111	Admission to the School
5111.01	Homeless Students (Role of the Local Liaison)
5111.02	Educational Opportunity for Military Children
5111.03	Children and Youth in Foster Care
5111.1	Re-Enrolling Students
5130	Transfer from the School
5136	Personal Communication Devices
5200	Attendance
5215	Missing Children
5230	Early Dismissal
5320	Immunization of Students in the School
5330	Use of Medications
5330A	Emergency Medication
5340A	Student Accident or Illness/Concussion
5340B	Health Emergencies and First Aid Care
5340D	Transportation for Ill or Injured Students
5340.01	Concussions and Athletic Activities
5410	Promotion, Placement, and Retention
5420A	Reporting Student Progress
5420B	Parent-Teacher Conferences
5421A	Grading
5421CV1	Changing a Grade
5460	Graduation Requirements
5460.01	Graduation Requirements Career and Technical Education (CTE)
5460B	Testing-Out of a Course
5463	Student Transfer from Non-Accredited Schools
5500A	Student Conduct
5511	Dress and Grooming
5513	Care of Property
5517	Anti-Harassment
5520	Student Disorder
5530	Drug Prevention
5540	Relationship with Governmental Agencies
5600	Student Discipline
5610	Emergency Removal, Suspension and Expulsion of Students
5610A	Students Subject to Expulsion but not Identified for Special Education
5630A	Alternatives to Corporal Punishment
5630B	Use of Physical Force
5722	School Sponsored Student Publications and Productions
5771	Search and Seizure
5772	Possession of Weapons
5820	Student Government
5830	Student Fund-Raising

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5850 Student Social Events

Revised Guideline Spring 2012; Fall 2012; Spring 2013; Fall 2013; Spring 2014; Fall 2014; Spring 2015; Spring 2017; Fall 2017; Spring 2018; Fall 2018; Spring 2019; Fall 2019; Fall 2021

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STUDENT/ PARENT HANDBOOK

The guidelines and procedures by which students are to function while attending the School are to be contained in a student/ parent handbook. This handbook will provide the following sections, types of information, and aids.

An initial section will contain the following:

A. the purpose of the handbook;

B. the purpose and goals of the School;

C. the description of how the handbook is to be used;

D. name and phone number of person to be contacted regarding questions about the handbook;

E. a listing of resource people and/or documents which students and parents can use to obtain answers to questions or concerns.

One (1) or more sections will contain essential rules, procedures, and/or guidelines needed for students to function properly in the school environment and to better accomplish their educational goals and the goals of the School. Such sections should include the following topics:

A. Attendance

B. Academics

C. Co-curricular/Extra-curricular Activities

D. Emergency procedures

A special section will detail the Code of Conduct. The Code should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also explain why those behaviors are important to the proper development of the student, the productive interactions among the people in the School, and the effective operation of the School.

The Code should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to the following:

A. use, possession, or distribution of drug items defined in Board Policy 5530 and any paraphernalia associated with them;

B. any illegal activity, such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;

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C. unethical actions, such as lying or cheating;

D. any form of violence, rowdiness, or harassment;

E. any action that disrupts the School operation or environment;

F. any action that defaces, damages, or destroys personal or public property;

G. any form of littering or damage to the School environment;

H. any violation of Board policies, school guidelines, or school rules.

The section should also provide a description of the consequences and disciplinary actions up to, and including, expulsion for noncompliance with the School's rules and for unacceptable behavior. Included in this description must be a complete and accurate statement of the student's right to due-process.

A section describing the services available to students and their parents to help them accomplish their goals and function effectively in the school environment.

One (1) or more references, including a Table of Contents, an Index (if needed and feasible), and appendices, when appropriate. Section or chapter headings should be clearly labeled.

The information contained in each handbook should be clear and logically organized as well as accurate, and sufficient enough so that, when students and their parents refer to it, they can understand the intent of what has been stated.

Each handbook is to be a model of proper use of the English language, both substantively and grammatically.

Prior to the final publication and distribution of the handbook, the copy and proposed format are to be submitted to the Board of Education for final review and approval by no later than June 30th.

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ADMISSION TO THE SCHOOL

Students who qualify for admission to the School, in accordance with Board Policy 5111, shall be accepted when the following documents have been submitted:

A. a birth certificate or other appropriate documentary evidence or

   Acceptable forms of documentation include: Foreign birth certificate; religious, hospital, or physician's certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.

B. court orders or placement papers, if applicable

If a birth certificate is not available, the parent is to complete Form 5111 F1 and submit the documentary evidence required. If custody has been established by the courts, a copy of the court order must be submitted. If verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the Educational Service Provider/Superintendent shall notify the local law enforcement.

Students without appropriate records will be admitted under temporary enrollment for a period of seven (7) days, unless extended by the Educational Service Provider/Superintendent. Parents are to be so informed at the time of admission.

If the sending school indicates no record of the student's attendance, or the records are not received within fourteen (14) days of the date of request, or if the student does not present a certification of birth or other documentary evidence, the Superintendent or designee shall immediately notify the law enforcement agency where the student resided and the local law enforcement agency that he/she may be a missing child.

Immunization requirements are to be in accordance with AG 5320. The staff member enrolling the student is to check the immunization record the parent submits against the requirements listed in AG 5320 to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits. A list is to be kept of all students who have not met the immunization requirements and the dates by which missing inoculations are to be completed.

Students transferring from another school must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credit toward graduation.

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HOMELESS STUDENTS (Role of the Local Liaison)

Duties

The Local Liaison for Homeless Children and Youth (Liaison) serves as a primary contact between homeless families and school staff, School personnel, shelter workers, and other service providers. The Liaison is responsible for safeguarding the rights of children and youth experiencing homelessness who attend the School. The Liaison must be notified immediately upon the enrollment or assignment of a homeless child/youth. The Liaison will coordinate School operations and services so that:

A. homeless children/youth are identified by school personnel through outreach and coordination activities with other entities and agencies and the Liaison may ensure that special attention should also be given to identifying, locating and enrolling homeless children/youth who are not currently attending school;

B. homeless children/youth are enrolled in, and have a full and equal opportunity to succeed in School's;

C. homeless children/youth receive credit for full or partial schoolwork;

D. homeless families and children/youth have access to and receive all educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services, including IDEA Part C (birth age three (3), and any School preschool programs;

E. homeless families and children/youth receive referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services;

F. parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in their children's education;

G. public notice of the educational rights of homeless children/youth is disseminated at locations frequented by parents or guardians of such children, and unaccompanied youth, such as schools, shelters, soup kitchens, and public libraries in a manner and form understandable to the parents and guardians and unaccompanied youth;

H. enrollment/assignment disputes are mediated/handled in accordance with the McKinney-Vento Act and any other governing applicable laws, regulations, rules or policies, including but not limited to Board policies, School guidelines, applicable laws, and the State Consolidated Plan;

I. the parents or guardians of any homeless child and any unaccompanied homeless minor are fully informed of all transportation services, including transportation to the school of origin, and are assisted in accessing transportation to the school that is appropriately selected;

J. school personnel receive professional development and other support; and

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K. unaccompanied youths are enrolled in school, have opportunities to meet the same challenging State academic standards as the State establishes for other children and youths, are informed of their status as independent students under Section 480 of the Higher Education Act (HEA), and their right to receive verification of this status from the Liaison.

As part of the Liaison's duties, the Liaison will coordinate and collaborate with the State Coordinator for Homeless Children, other community, School and social service agencies, and school personnel responsible for providing education and other services to homeless children and youth and their families. This includes coordinating and collaborating with 1) other Academies on inter-academy issues, such as transportation or the transfer of school records; and 2) the necessary entities and individuals when collecting and providing the State Coordinator with reliable, valid, and comprehensive required data.

Such coordination should be designed to: 1) facilitate homeless children/youth having access and reasonable proximity to available education and related support services; and 2) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

Early Childhood Homeless

Homeless preschool age children have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youth. To the extent that the School offers a public education to preschool children, including School Head Start programs, the School must meet Federal requirements for homeless preschool children.

The Liaison can identify homeless children who are five years old or younger (i.e., preschool-age) by working closely with shelters in the area. Additionally, the Liaison should work with Federally qualified health centers and social service agencies, such as agencies that administer the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Temporary Assistance for Needy Families (TANF), and other public benefits. The Liaison can also collaborate with early childhood education providers and programs to identify preschool-age children, and work with school personnel who can ask whether the family as any preschool-age children when enrolling homeless children and youth in school. The Liaison should also work with the School's early intervention and special education programs to assist with the "child find" process required by IDEA, Parts B and C.

In addition, the Liaison can assist with enrolling homeless pre-school age children in preschool. According to Federal guidance, the Liaison should remind preschool program staff of the importance of preschool services for homeless children and how waiting lists can create barriers for homeless families who wish to enroll their children. The Liaison may also be aware of preschool programs that keep slots open specifically for homeless children

Liaison's Role Following a Natural Disaster or Catastrophic Event

Due to a natural disaster or other catastrophic event, many families may lose their homes and the Liaison should conduct outreach and identification following these events. When such a disaster occurs, the Liaison should be proactive by preparing schools to enroll large numbers of displaced students and arranging for additional staff to help with the identification and enrollment process. Liaisons should also notify agencies working with such families of how schools will enroll and serve eligible students. Liaisons should publicize the rights and services of homeless students directly to the effected families and those who are helping

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those families. Liaisons can display posters or distribute brochures on the rights of such students and families where displaced people assemble.

Record Collection of Homeless Students

Upon enrollment of a child or youth experiencing homelessness, the Liaison will coordinate with appropriate administrative staff to assure that the school last attended by the child/youth is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the Liaison will assist the family or student in obtaining the immunizations, screenings, or other necessary medical records.

Transportation for Homeless Students

The Liaison should work with the School's Director of Transportation and other School-key figures to assure transportation of the homeless student, including a homeless child attending preschool, is provided in accordance with the Board's Transportation Policy 8600 and AG 8600 and Homeless Students Policy 5111.01.

Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. The School will provide the parent, guardian or unaccompanied youth with a written explanation of decisions related to the school selection or enrollment made by the school, School or State involved, along with a written explanation of appeal rights.

The School will refer the unaccompanied youth, parent, or guardian to the Liaison who will expeditiously carry out the dispute resolution process. The Liaison should assist the child and family prepare the appeal and make the school's resources, such as copying, mailing, or obtaining records, available to the parent, guardian, or unaccompanied youth. Parents, guardians, and unaccompanied youth should be informed that they can provide written or oral documentation to support their views. Written documentation initiated at the building level or by the Liaison should be complete, as brief as possible, simply stated, and provided in a language the parent, guardian, or unaccompanied youth can understand.

When a dispute arises over eligibility, school selection or enrollment, the homeless student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. The homeless student will be provided with all services for which he or she is eligible while the dispute is being resolved.

The Liaison, FERPA and Personally-Identifiable Information (PII)

Failure to protect personal information, including personally identifiable information (PII), can result in an inappropriate release of information that endangers students, their caregivers, and possibly school personnel and a violation of the Federal Family Educational Rights and Privacy Act (FERPA). The Liaison works with other school personnel to secure the PII contained in student databases and records. Further, conversations about homeless students must be held in private locations to prevent information from being overheard. Many homeless students are survivors of domestic violence or other safety issues that must be addressed in student records and information release procedures. It is paramount that this personal information be protected to secure the safety of students, their caregivers and school personnel.

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Training on Eligibility for Other Federal Programs

In order to facilitate coordination with other Federal programs serving homeless children and youths, a State Coordinator must provide training on the definitions of terms related to homelessness and eligibility requirements for Federal programs that serve homeless individuals. Such Federal programs include the Continuum of Care and Emergency Solutions Grant programs administered by the U.S. Department of Housing and Urban Development (HUD). The Liaison who has received this training may submit an affirmation that students meet the HUD definition of homelessness so that these students may qualify for the HUD homeless assistance programs if additional eligibility requirements are met.

Notice of Duties

As part of his/her assigned duties, the Liaison for Homeless Children and Youth will inform school personnel, services providers and advocates working with homeless families about his/her duties.

Revised Fall 2014; Spring 2017

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RE-ENROLLING STUDENTS

The School shall notify parents/guardians of all enrolled students of the last date for notifying the School that they wish to re-enroll their student.

An enrolled student who does not re-enroll by the specified date can only apply to the School during the application period for new students.

If the school board has a sibling preference policy, the re-enrollment notice must also ask if the parent/guardian of the student wishes to enroll a sibling of the currently enrolled student for the upcoming academic year.

After collecting the parent/guardian responses, the School determines the following:

A. the number of students who have re-enrolled per grade or grouping level;

B. the number of siblings requesting admission for the upcoming academic year per grade;

C. the number of spaces available for enrollment per grade.

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EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Reference: Interstate Compact on Educational Opportunity for Military Children
MCL 3.1041

In accordance with the Interstate Compact on Educational Opportunities for Military Children ("Compact") the following procedures will be followed when such children are students within the School.

APPLICABILITY

These guidelines apply to the children of:

A. active duty members of the uniformed services as defined in the Compact, including members of the National Guard and Reserve on active duty orders;

B. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and

C. members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

These guidelines do not apply to the children of:

A. inactive members of the National Guard and military reserves;

B. members of the uniformed services now retired, except as provided above;

C. veterans of the uniformed services, except as provided above; or

D. other United States Department of Defense personnel and other Federal agency civilian and contract employees not defined as active duty member of the uniformed services.

EDUCATIONAL RECORDS AND ENROLLMENT

A. Unofficial or "Hand-Carried" Education Records - In the event that official education records cannot be released to the parents for the purpose of transfer, the building administrator shall prepare and furnish to the parent of an eligible student a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial education records for an eligible student, the School shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

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B. Official Education Records/Transcripts - Simultaneously with the enrollment and conditional placement of the student, the School shall request the student's official education record from the sending school. Upon receipt of such a request from a receiving school, the School will process and furnish the official education records to the school within ten (10) days or within such time as is established by the Interstate Commission.

C. Immunizations - Eligible students have thirty (30) days from the date of enrollment or within such time as promulgated by the Interstate Commission, to obtain or provide proof of State required immunization(s). For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time promulgated by the Interstate Commission.

D. Grade Level Placement - Eligible students shall be enrolled at the grade level in the School commensurate with their grade level (including Kindergarten) from the school in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in their prior school shall be eligible for enrollment in the next highest grade level in the School, regardless of age. A student transferring after the start of the school year shall enter the school in the receiving state on the grade level validated by an accredited school in the sending state.

PLACEMENT AND ATTENDANCE

A. Course Placement - When an eligible student transfers before or during the school year, the receiving School will initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, Vocational, Technical and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. The School may perform subsequent evaluations to verify appropriate placement and continued enrollment of the student in the course(s).

B. Educational Program Placement - The School will initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or the student's participation/placement in like programs at the sending school. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The School may perform subsequent evaluations to verify appropriate placement of the student.

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C. Special Education Services - In compliance with the Federal requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C. Section 1400 et seq., the School will initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP).

In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C. Section 794 (as amended) and with Title II of the Americans with Disabilities Act, 42 U.S.C. Sections 12131-12165 (as amended), the School will make reasonable accommodations and modifications to address the needs of incoming students with disabilities subject to an existing 504 or Title II Plan, to provide the student with equal access to education. The School may perform subsequent evaluations to verify appropriate placement of the student.

D. Placement Flexibility - The School may, when determined appropriate, waive course/program prerequisites, or other preconditions for placement in courses/programs offered by the School to allow eligible students to participate.

E. Absence Related to Deployment Activities - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the School Leader to visit with his/her parent or legal guardian relative to such leave or deployment of the parent or guardian.

ELIGIBILITY

A. Eligibility for Enrollment

1. Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

2. The School will not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a School or jurisdiction other than that of the custodial parent.

3. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a School or jurisdiction other than that of the custodial parent, may continue to attend the school in which s/he was enrolled while residing with the custodial parent.

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B. Eligibility for Extra-Curricular Participation - The School will facilitate the opportunity for transitioning military children's inclusion in extra-curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

GRADUATION

To facilitate the on-time graduation of children of military families the School will adhere to the following procedures:

A. Waiver Requirements - The School will waive specific courses required for graduation if similar course work has been satisfactorily completed in another School or provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from his/her sending school, the School will provide an alternative means of acquiring required coursework so that graduation may occur on time.

B. Exit Exams - The School will accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm referenced achievement tests; or 3) alternative testing, in lieu of testing requirements for graduation in Michigan. In the event the above alternatives cannot be accommodated by Michigan for a student transferring in his/her Senior year, then the provisions of Section C below shall apply.

C. Transfers During Senior Year - Should a military student transferring at the beginning or during his/her Senior year be ineligible to graduate from the School after all alternatives have been considered, the School and the sending School shall ensure the receipt of a diploma from the sending School if the student meets the graduation requirements of the sending School. In the event that the sending School is in a state that is not a member of the Compact, the School will use its best efforts to facilitate the on-time graduation of the student in accordance with A and B above in this Section.

DEFINITIONS

As used in this guideline the following definition will apply, unless the context clearly requires a different construction:

A. "Active Duty" means full-time status in the active uniformed service of the United States, including members of the National Guard and Reserves on active duty orders.

B. "Children of Military Families" means a school-aged child(ren), enrolled in Kindergarten through Twelfth grade, in the household of an active duty member.

C. "Deployment" means the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.

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D. "Education(al) Records" means those official records, files, and data directly related to a student and maintained by the school or School, including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

E. "Extra-Curricular Activities" means a voluntary activity sponsored by the school or local education agency or an organization sanctioned by the School. Extra-Curricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

F. "Interstate Commission" means the commission that is created under Article IX of the Compact.

G. "Member State" means a state that has enacted the Compact.

H. "Receiving State" means the state to which a military family is sent, brought, or caused to be sent or brought.

I. "Rule" means: a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

J. "Sending State" means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.

K. "State" means: a state of the United States, the School of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. Territory.

L. "Student" means: the child of a military family for whom the school receives public funding and who is formally enrolled in Kindergarten through Twelfth grade.

M. "Transition" means: 1) formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

N. "Uniformed Service(s)" means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

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O. "Veteran" means: a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

To the extent there is any inconsistency between this guideline and the current Rules implementing this Compact, the current Rules will prevail.

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CHILDREN AND YOUTH IN FOSTER CARE

Requirements of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) emphasize the need to provide educational stability for children and youth in foster care, with a particular emphasis on collaboration between State Education Agencies (SEAs), local education agencies (LEAs), and child welfare agencies. These provisions stress the importance of limiting educational disruption by keeping children in foster care in their schools of origin unless it is determined to be in their best interest to change schools. If a change of schools is determined to be of best interest, children in foster care shall be enrolled in their new schools without delay.

In implementing these provisions, the School, together with the SEA, other LEAs, and child welfare agencies, shall comply with applicable laws, such as Title VI of the Civil Rights Act of 1964 (Title VI), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973 (Section 504).

School of Origin

The school of origin is the school in which a child is enrolled at the time of placement in foster care. If a student's foster care placement changes, the school or origin is then considered to be the school in which the student is enrolled at the time of the placement change. School or origin determinations shall be consistent with the educational stability requirements under the Fostering Connections Act and shall prevail throughout the time the child remains in foster care. The School, together with the SEA, other LEAs, and child welfare agencies, shall consider the educational stability benefits for students during times of transition out of foster care.

Best Interest Determination

A number of factors relating to a child's best interest must be considered in making school placement determinations. These factors include:

A. preference of the child;

B. preferences of the child's parent(s) or education decision maker(s) as defined by State law;

C. the child's attachment to the school, including meaningful relationships with staff and peers;

D. placement of the child's sibling(s);

E. influence of the school climate on the child, including safety;

F. availability and quality of the services in the school to meet the child's educational and socioemotional needs;

G. history of school transfers and the impact on the child;

H. the length of commute and its impact on the child, based on the child's developmental status;

I. whether the child is a student with a disability under the IDEA who is

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receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school or origin; and

J. whether the child is an English Learner (EL) and is receiving language services and, if so, the availability of those required services in a school other than the school or origin, consistent with Title VI and Equal Education Opportunity Act (EEOA).

Transportation costs should not be considered when determining a child's best interest.

The State Education Agency (SEA), Local Education Agency (LEA), and child welfare agencies shall collaborate in making best interest determinations. The parties shall strive to gather meaningful input from relevant parties, such as the child (depending on age), foster parents, biological parents when appropriate, education decision maker(s), and other relatives. If the child has an IEP or a Section 504 plan or is an EL student, then relevant school staff will need to participate in the best interest decision process.

Best interest determinations should be made as quickly as possible in order to maintain educational stability. To the extent feasible and appropriate, the student in foster care shall remain in his/her school of origin while the determination is being made.

School Point of Contact

The School's local point of contact (POC) shall serve as the Foster Care Liaison to work with the local Department of Health and Human Services (DHHS). The Education POC so designated by the county will be the School Foster Care Liaison/POC's remains point of contact. The Foster Care Liaison/POC must be registered in the State's online Educational Entity Master (EEM).

The POC is responsible for safeguarding the rights of children and youth in foster care who attend school in this School. The POC must be notified immediately upon the enrollment or assignment of a foster care child/youth. The POC shall serve as a liaison to coordinate with child protection agencies, lead the development of a process for making the best determination for a student, facilitate the transfer of records, and oversee the enrollment and regular school attendance of students in foster care.

The School POC's responsibilities include, but are not limited to:

A. coordinating the implementation of Title I requirements with the corresponding child welfare agency POC;

B. leading the development of a process for making best interest determinations;

C. documenting and overseeing the implementation of best interest determinations;

D. facilitating the immediate enrollment of children/youth in foster care and securing the transfer of students' records;

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E. facilitating data sharing with appropriate child welfare agencies, consistent with FERPA, School policies, and other privacy protocols;

F. developing and coordinating local transportation procedures and services;

G. managing best interest determinations and transportation cost disputes;

H. overseeing that children in foster care are enrolled in and regularly attending school; and

I. providing professional development and training to school staff on the Title I provisions and educational needs of students in foster care.

Transportation

Transportation services may be necessary to maintain children in foster care in the school of placement (school of origin or otherwise) that is determined to be in their best interest. The School will collaborate with the State and/or local child welfare agency or agencies in providing, and arranging such transportation services. The School POC will coordinate, oversee, and document the transportation provisions, which may include:

A. use of pre-existing bus routes or stops close to the new foster care placement (that may cross School boundaries), such as bus routes for magnet schools, non-public or charter schools, and transportation for homeless students as required by the McKinney-Vento Act;

B. re-routing of existing bus routes within the School and/or outside of the School as identified in A. above;

C. use of a school bus stop near the existing transportation system for the school of origin (or placement) for drop-off and pick-up;

D. use of existing public transportation options, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options; or

E. use of foster parents or other family member(s) who may be willing and able to transport the child to/from school;

F. use of transportation service covered by other programs, for which the child is eligible.

The School is responsible for transportation services for the foster care student for the duration of the time the child is in foster care. When a student exits foster care, the School will continue to prioritize the student's educational stability in determining placement, supports, and services deemed to be in the child's best interests. Continuing transportation services through the end of the school year, when remaining in the school of origin, may be a part of the best interest determination.

Additional costs incurred in providing transportation to the school of origin should reflect the difference between what the School would otherwise spend to transport a student to his/her assigned school and the cost of transporting the foster care student to the school of origin.

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The School will collaborate with the SEA, other LEAs, and child welfare agencies to pursue possible funding sources and arrangements to deal with transportation costs.

Student Data and Privacy

The School will collaborate with the SEA, other LEAs, and child welfare agencies to communicate, collaborate, and share data in order to improve educational outcomes for children in foster care. All communications and data sharing, however, shall comply with all statutory requirements to protect student privacy, including FERPA, School policies (Policy 8330 and AG 8330), and other privacy requirements under Federal, State, or local laws.

Failure to protect personal information can result in an inappropriate release of information that endangers students, their caregivers, and possibly school personnel. Therefore, the POC shall work with other school personnel to secure the PII contained in student databases and records. Conversations about students in foster care shall be held in private locations to prevent information from being overheard. Information regarding domestic violence of other safety issues must be addressed in student records and information release procedures.

Upon enrollment of a child or youth in foster care, the POC will coordinate with appropriate administrative staff to assure that the school last attended by the child/youth is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the POC will assist the family or student in obtaining the immunizations or necessary medical records. The POC will also contact the Director of Transportation to assure transportation of the homeless student is provided in accordance with the Board's Transportation Policy and transportation procedures agreed upon by the School.

Dispute Resolution

Any disputes regarding the enrollment, assignment, or transportation service of a foster care student will be referred to the POC for expeditious resolution. When a dispute arises over school placement, the child or youth shall, to the extent feasible and appropriate, remain enrolled in the school of origin, pending resolution of the dispute, and shall be provided with all services, including adequate and appropriate transportation, for which they are eligible while the dispute is being resolved. The child welfare agency of record is considered the final decision maker in making best interest determination (unless State law or policy dictates otherwise) if there is disagreement regarding school placement for a child in foster care.

New Guideline Spring 2017

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TRANSFER FROM THE SCHOOL

Upon notification by the parent that a student is transferring out of the School, the School shall use a procedure that ensures the items on the check-out Form 5130 F1, F2, or F3 are properly completed.

A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.

B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the transfer.

C. The student's cumulative record is completed by teachers and counselors and sent to the Educational Service Provider/Superintendent.

D. The Educational Service Provider/Superintendent arranges for the proper delivery of the student's records to the receiving school as specified in AG 8330.

E. In the case of a special education student, the Traverse Bay Area Intermediate School District shall also be notified of the transfer, date of transfer, and the receiving school or agency.

F. If the student transfers when the School is not in session, the process is to be completed as soon as possible.

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PERSONAL COMMUNICATION DEVICES

Possession and/or use of a personal communication device (PCD) by a student while at school during the school day is a privilege that may be forfeited by any student who fails to abide by the terms of Policy 5136 or this guideline, or otherwise engages in abuse of this privilege. Strict adherence to Policy 5136 and this guideline is required.

"Personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g. mobile/cellular telephones, smartphones [e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.], and/or other web-enabled devices of any type.

Unless approved by a supervising teacher, an administrator or an IEP team, students are prohibited from using PCDs or having them "On" (i.e., the device must be powered completely off and not just placed into vibrate or silent mode; a device will be considered "On" if it is ready to receive, send, capture or record any communication, visual image, sound, text message or other information) during the regularly scheduled school day (i.e. from the moment the individual student arrives on School grounds during a day that students are in attendance for instructional purposes, until the last class of the day has ended for all students). This includes lunch periods, passing periods, as well as on School-sponsored trips and "behind-the-wheel" driver education classes or in School vehicles. Students may use PCDs before and after school, during their lunch break, and in between classes, as long as they do not create a distraction, disruption or otherwise interfere with the educational environment. "Using" refers to, not only the making and/or receiving of calls, but also using the PCD for any other purpose (e.g., sending e-mails, text messages or instant messages, taking pictures, making recordings/videos, etc.). Students also may not use PCDs on School property or at a School-sponsored activity to access and/or view Internet Web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicle or on a school bus or Board-provided vehicle during School-sponsored activities, at the discretion of the bus driver, sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Students are not permitted to wear their PCDs clipped to a belt or otherwise display them in plain sight during the school day. PCDs must be stored out of sight during the school day.

PCDs, including but not limited to devices with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, swimming pool, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes, whether here or at another school district where an School activity or athletic event is occurring. The Superintendent has authority to make determinations as to other specific locations and situations where use of a PCD is absolutely prohibited.

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Students participating in extra-curricular activities and athletics must contact their coach, advisor, or sponsor for his/her rules involving the use of PCDs after school hours or on after-school bus trips. Coaches and sponsors will set their rules and enforce consequences involving the use and/or misuse of these devices.

The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. Students and parents are strongly encouraged to take appropriate precautions, if students possess PCDs at school, to make sure the devices are not left unattended or unsecured.

Using a PCD in an unauthorized manner or in violation of Policy 5136 or this guideline may result in loss of this privilege, additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the PCD (in which case, the device will only be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement), and/or referral to law enforcement if the violation involves an illegal activity (e.g. child pornography).

If an School teacher or administrator observes a violation of this guideline, s/he is required to confiscate the device and bring it to the building principal's office and provide the name of the student from whom the PCD was taken. Any confiscated device will be held in a secure location in the building's central office until the item is retrieved by the student's parent/guardian or turned-over to law enforcement. Students whose PCDs are confiscated may be required to contact their parents/guardians to inform them that the item was confiscated and that it will only be returned to the parents/guardians.

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ATTENDANCE

The Board of Education requires all students enrolled in the School attend regularly in accordance with the laws of the State. The School's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the tutelage of a competent teacher are vital to this purpose.

Absence/Unexcused Absence Defined

Absence is defined as non-presence in the assigned location any time beyond the tardiness limit. Unexcused Absence is defined as an Absence for which no written excuse has been approved.

Reporting of Unexcused Absences

The School shall report to the Center for Educational Performance and Information of the State of Michigan by June 30, in a manner prescribed by the Center, the number of students in the School who have had ten (10) or more unexcused absences that year. For students in grades 9 to 12, the report shall include both the total number of unexcused absences in any single course and the total number of unexcused absences in all courses.

Excusable Reasons for Absence

The School accepts only the following as excusable reasons for absence from school. Each absence shall be explained in writing and signed by the student's parents. The excuse shall be submitted to the Superintendent and filed as part of the student's school record.

A written for absence from the School may be approved for one (1) or more of the following reasons or conditions:

A. Personal Illness
The Superintendent or designee may require a doctor's confirmation, if he/she deems it advisable.

B. Illness in the Family

C. Quarantine of the Home
This is limited to the length of the quarantine as fixed by the proper health officials.

D. Death of a Relative

E. Observance of Religious Holidays

Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.

F. Absence During the School Day for Professional Appointments

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Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:

1. the student shall have a statement to that effect from his/her parents;

2. the student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that he/she reported promptly for the appointment;

3. the student shall report back to the School immediately after his/her appointment, if the School is still in session.

Absences that do not accumulate against this guideline include field trips.

Student Vacations During the School Year

Students are permitted to go on vacation with their parents during the school year without penalty (except the week ending each semester). The purpose of this administrative guideline is to accommodate parents who must take their vacations during the school year and desire to enjoy that time as a family.

Whenever a proposed absence-for-vacation is requested, parents must discuss it with the Superintendent or designee. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.

The School will only approve a student's absence for a vacation when he/she will be in the company of his/her own parent or other family relatives but not other students' parents, unless there are extenuating circumstances deemed appropriate by the director.

If a student is absent for any other type of vacation, he/she will be considered inexcusably absent from the School and subject to truancy regulations.

The student may be given approximate assignments and materials for completion.

Separate daily assignments may be given.

The time missed will be counted as an authorized, unexcused absence, but shall not be a factor in determining grades, unless make-up work is not completed.

Truancy

A student shall be considered truant each day or part of the day he/she is inexcusably absent from his/her assigned classes. A student will be considered tardy rather than absent if he/she is in his/her assigned location within five (5) minutes after the official start of the school day or activity.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action taken will be as follows:

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A. A record of the truancy will be entered in the student's record file.

B. A parent conference may be held.

A student shall be considered a *habitual truant* if, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated six (6) truancies during a semester.

Disciplining truant students shall be in accord with Board policies and due process, as defined in Policy 5611 and the Student Code of Conduct.

Truant students who are minor parents are to be reported to the County Department of Human Services.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can successfully accomplish this task alone.

A professional staff member's responsibility must include, but not be limited to, the following:

A. providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.

B. speaking frequently of the importance of students' being in class, on time, ready to participate;

C. keeping accurate attendance records (excused versus unexcused);

D. requiring an admit slip from a student when he/she returns from an absence and invoking a consequence if he/she does not have one;

E. incorporating defined, daily participation into the teaching/learning process and each grading period (see AG 2220);

F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

Students Leaving the School During the Day

No staff member shall permit or cause any student to leave the School prior to the regular hour of dismissal except with the knowledge and approval of the Educational Service Provider/Superintendent and with the knowledge and approval of the student's parents.

No student will be released to any government agency without proper warrant or written parental permission, except in the event of an emergency as determined by the Superintendent or designee.

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Make-Up Opportunities

Students will be given the opportunity to make up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.

A student wishing to make up work must call his/her teacher to obtain assignments.

Tardiness

Students who attend any part of the class shall be recorded as present.

When a teacher detains a student after class, he/she shall issue a late pass for the student's next class.

Teachers are requested to refer cases of chronic tardiness to the Superintendent.

Revised Guideline Spring 2014

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MISSING CHILDREN

The School should make a concerted effort to assist in identifying missing children using the following guidelines:

A. Student absence:

A parent must notify the School by 9:00 a.m. on the day a student is to be absent unless previous notification has been given in accordance with the School's procedure for reporting absences. If such notification is not received, the Superintendent should notify by telephone or in writing the student's parents, guardian, or legal custodian of a student's absence. The parent is responsible for providing the School with current home and/or work telephone numbers and to notify the School of any change in the above information.

B. Missing children investigations:

School personnel are required by law to provide law enforcement officials access to a student's record when conducting a missing child investigation, providing they have the permission of the parent.

C. Pictures for identification:

School personnel, authorized to enter into contracts for taking student pictures, will request the photographer to provide, free of cost to the School, a wallet-sized photograph of each student for identification purposes.

D. Enrollment of new students:

A student seeking entry into the School must comply with requirements specified in the Board's admission policy.

Upon entry, the Superintendent should send a request, in writing, to the sending school as soon as possible. If the records are not received within two weeks, the Superintendent shall call the school. If the sending school indicates no history of the student attending that school, the Educational Service Provider/Superintendent shall contact the police.

If a missing child is found to be attending the School, the Educational Service Provider/Superintendent shall immediate notify the Department of Education and the law enforcement agency where the child resides.

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EARLY DISMISSAL

Board policy requires that the following guidelines be followed for early dismissal of any student.

A. Only the Superintendent or designee may release a student from the School before the end of the school day and only upon presentation of a written and/or face-to-face request from the student's parent or for emergency reasons.

B. Requests for early dismissal should be submitted to the Superintendent as early in the school day as possible.

Students may be released only to a parent whose signature is on file in the School's office to a properly-identified person authorized to act on the parent's behalf.

Presentation of photo identification is required. (See Form 5230 F1).

C. A student may be released on his/her own only with verified parental permission. (needed only if written or face-to-face request is not required).

D. When a parent telephones a request that a student be released early from the School, the identity of the caller and any custodial arrangements should be confirmed before the student is permitted to leave. If the parent is calling from home, the School can verify the request by a return telephone call. In the event the telephone call is not being made from the student's residence, the caller should be asked detailed questions about the student. These questions might include the student's date of birth, the courses he/she is studying, names of teachers and classmates, and similar facts which should be known to his/her parents.

Revised Guideline Fall 2019

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IMMUNIZATION OF STUDENTS IN THE SCHOOL

Reference: MCL 333.9208, 333.9209, 380.1177, 380.1177a, 388.1767
A.C. 325.176 et. seq.

To retain State-aid funds, the School must confirm each year by November 1st that ninety percent (90%) of the newly-enrolled students have a completed, provisional, or waived immunization record, and by February 1st that ninety-five percent (95%) have one (1) of the three (3) required records.

The Superintendent is to use the following guidelines in addition to those provided in AG 5111.

Review of Immunization Record

As part of the enrollment procedure, the Superintendent or designee shall review the immunization record presented by the parent to determine if the student has had all required immunizations. Any deficiency with regard to the required immunizations shall be documented on the Notice of Immunization Deficiency Form (Form 5320 F1), a copy shall be given to the parent, and a copy will be retained for the student's permanent record.

Immunizations That are Medically Contraindicated

Medical Contraindication Form 5320 F2 must be completed by a licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications. This will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.

The physician's statement shall be maintained by the School as part of the immunization record of the student.

Immunization Requirements

To Enter the School:

State law* prohibits the admission of new entrants to the School or the matriculation of existing students into the seventh grade without a record of having received at least one (1) dose of each of the following: measles, mumps, rubella, polio, diphtheria, tetanus, pertussis, and hepatitis B.

To Stay in the School:

Proof must be provided to the, Superintendent within four (4) months of admission, that the student has received all of the following immunizations:

IMMUNIZATIONS	AGES 4 - 6	AGES 7 -18
DIPHTHERIA, TETANUS & PERTUSSIS**	Four (4) or more doses of DTaP doses were administered prior to the fourth (4th) birthday, a fifth (5th) dose is required. If the fourth (4th) dose was administered at least six (6) months after the third (3rd) dose, and on or after the fourth (4th) birthday, a fifth (5th) dose is not	4 doses D and T or 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap for children 11 through 18 years, if 5 years since the last dose of tetanus/diphtheria containing vaccine.

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	required.	
IMMUNIZATIONS	AGES 4 - 6	AGES 7 -18
POLIO	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required.	3 doses
MEASLES, MUMPS & RUBELLA	2 doses on or after 12 months of age.	2 doses on or after 12 months of age.
HEPATITIS B	Effective August 2000, 3 doses are required.	Effective August 2000, 3 doses are required.
MENINGOCOCCAL	NONE	1 dose for children 11-18.
VARICELLA (CHICKENPOX)***	2 doses of varicella vaccine at or after 12 months of age or current OR reliable history of disease.	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease.

Courtesy of the Michigan Department of Health and Human Services (DHHS)

Students who have not received the required immunizations will be excluded from the School until parents provide proof that all required immunizations have been given or have a waiver on file.

* Children ages 4 - 6 must have received 4 doses of pertussis. DT is only accepted if a signed waiver is on file for that particular dose of pertussis vaccine.

** Reliable history of chickenpox disease is acceptable in lieu of the vaccine.

If the School conducts a pre-school or day-care program, all students must be immunized in accordance with the regulations provided by the DHHS.

Admission to the School

Before a student can be admitted to the School, a parent or guardian must present documentation that their child has received all required doses of vaccines or that the student has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Documentation of vaccination must also be presented to the Superintendent for all children entering the seventh grade.

A student who has had natural rubeola, mumps and/or chicken pox, and presents a signed statement from the child's parent, guardian, or physician to that effect, is not required to be immunized against such disease(s).

Exemptions: Parent Objections

A. Any parent/guardian who wants to claim a nonmedical waiver must receive education regarding the benefits of vaccination and the risks of disease from a county health department before obtaining the certified nonmedical waiver form through the local health department, and present the same to the appropriate School personnel.

B. This statement will be kept by the School as part of the student's immunization record.

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Documents Accepted as Evidence of Immunization

The following documents will be accepted as evidence of a student's immunization history, provided they comply with State requirements and contain the date when each immunization was administered:

A. an official record from any school

B. a record from any public health department

C. a certificate signed by a licensed physician

If a parent cannot provide any of the above documentation, their student is not to be admitted until such documentation is provided or until the student has received at least one (1) dose of each required vaccine. Such vaccinations may be obtained from the Grand Traverse County Health Department free of charge. The student may then come to the School for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the student shall have received the second required doses. The student is then eligible to attend the School for another two (2) months. If, at the end of that two-month period, documentation still has not been received, the student must receive the third required doses in order to remain in the School.

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

Required Records

A. The School shall maintain a record of immunization for every student that shall include the date of each individual immunization.

B. If a student transfers to another school, this record (or a copy) shall be sent to the new school.

Report to be Sent to Local Health Department

A report of the immunization status of the students in the School shall be sent by November 1st and February 1st of each year to the local Department of Health by the Educational Service Provider/Superintendent.

The School is required to report the immunization status of all students enrolled the first year the School opens. In succeeding years only the immunization status of new entrants and all 7th graders are required.

Records Available for Inspection

The Educational Service Provider/Superintendent shall make immunization records available for inspection by authorized representatives of the DHHS or the County Health Departments.

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Immunization of Students at Public Expense

The Board shall make application to the appropriate public body to secure, without delay, the provision, at public expense, of immunizations to students whose parents or guardians have not provided the requisite immunizations.

Revised Spring 2014; Fall 2014; Spring 2015

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USE OF MEDICATIONS

The medications and/or treatments which may be administered are defined in Policy 5330. In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

A. Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

B. The Medication Request and Authorization Form 5330 F1 must be filed with the Superintendent before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis and will include the following:

C. student's name;

D. medication**,** dosage**,** and procedure for administering;

E. times required;

F. special instructions, including storage and sterility requirements;

G. date prescribed medication will be started;

H. date prescribed medication will no longer be needed;

I. physician's name, address, and telephone number;

J. possible side effects;

K. authorization by both the physician and the parent for a student to self-administer the medication, but only in the presence of two (2) authorized staff members;

L. authorization for school personnel to administer the prescribed medication, if necessary;

M. agreement/satisfactory arrangement to deliver medication to/from the School; agreement to notify the School in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.

N. The Superintendent shall designate, on Form 5330 F1, the staff member(s) authorized to administer the medication or required treatment. Those individuals must have received training on administering the medication or treatment prior to servicing the student, except in an emergency situation. (NOTE: NOT STATUTORILY REQUIRED BUT HIGHLY RECOMMENDED)

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O. Form 5330 F1c – Authorization for the Possession and Use of Asthma Inhalers, Epi-pen or Prescribed Emergency Medication shall be completed and signed by a physician and the parents, authorizing the student's use of a metered dose or dry powdered inhale*,* or prescribed emergency medication at the School (or Epi-pen if student has been diagnosed as subject to severe allergic reaction), on school transportation, and at school activities. This form must be received by the Superintendent and/or school nurse, if one is assigned to the building. Notice of this authorization shall be delivered to the staff members and transportation personnel to whom the student is assigned.

Students may possess and self-administer prescribed emergency medication or a metered dose or dry powder inhaler for relief of asthma (or before exercise to prevent onset of asthma symptoms) while at the School, on school-sponsored transportation, or at any school-sponsored activity, in accord with the Superintendent's guidelines, if both of the following conditions are met:

1. There is written approval from the student's physician or other health care provider and the student's parent/guardian to possess and use the inhaler.

and

2. The Superintendent has received a copy of the written approvals from the physician and the parent/guardian.

P. All medications to be administered during school hours must be registered with the Superintendent's office. Upon receipt of the medication, the Superintendent or designee shall verify the amount of medication brought to the School and indicate that amount on the student medication log sheet.

Q. Medication that is brought to the office will be properly secured. Medication may be conveyed to the School directly by the parent. Two to four (2-4) weeks supply of medication is recommended. Medication may not be sent to the School in the student's lunch box, pocket, or other means on or about his/her person. Exceptions to this would be prescriptions for emergency medications for allergies and/or reactions or inhalers for asthma, with proper authorization.

R. For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. student's name

2. physician's name

3. date

4. pharmacy name and telephone

5. name of medication

6. prescribed dosage and frequency

7. special handling and storage directions

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S. The Superintendent may request that the medication be provided in the exact dosage prescribed, so that the staff is not responsible for dividing or splitting the medication or pills.

T. Any unused medication unclaimed by the parent will be destroyed by administrative personnel when a prescription is no longer to be administered or at the end of a school year. Notation of the method of disposal and the date shall be entered on the Medication Administration Daily Log.

U. The staff member administering the medication shall ensure that the student takes the medication properly.

V. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication and to then notify the parents of the importance of the student's reporting on time for his/her medication.

W. Any adverse reaction to the medication, as described in the physician's written instructions, shall be reported immediately to the student's parent/guardian and the authorizing physician, if so requested on the authorization form.

X. All medications are to be administered in such a way as to not unduly embarrass the student.

Y. A log for each prescribed medication shall be maintained, which will note the personnel giving the medication, the date, and the time of day. Both the administering and witnessing adult shall sign the log.

Z. Any known errors in the administration of the medication shall be recorded on the log, and immediately reported to the Superintendent Who shall promptly notify the parent/guardian and enter a notation on the log of the time of notification and any instructions from the parent/guardian.

AA. This log will be maintained along with the physician's written request and the parent's written release.

BB. Form 5330 F1 shall be completed and signed by the Superintendent authorizing the person(s) who may administer the medication or procedure.

CC. If, for supportable reasons, the Superintendent wishes to discontinue the privilege of a student's self-administering a medication, he/she shall notify the parent of this decision in sufficient time for an alternative administration to be established.

DD. If a student exhibits behavior that causes a staff member to be concerned about his/her medical status, this behavior must be reported to the building administrator and expressed in writing in behavioral terms. The administrator shall promptly contact the parent/guardian, report the observations, and suggest that they seek medical attention for the student**.** The written observations may be given to the parent.

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All staff authorized to administer medication or treatment shall receive appropriate training on the School's Policy and Guidelines, as well as any specific instruction relevant to the particular student's treatment or medication.

A. In-service training will be provided by personnel familiar with the School's policies, guidelines, and proper medical administration procedures. Generally this will be done by a licensed registered nurse, licensed physician, or licensed physician's assistant. When any procedure other than oral administration of medication is required, the staff member will receive individualized training from qualified medical personnel.

B. In-service training should include familiarization with identifying and dispensing medications, as well as symptom of side effects. Training shall also cover all of the School's policies and guidelines regarding the administration of medication and treatment to students, including the record keeping procedures and forms.

C. A record shall be kept of the date, time, and substance of the training that each staff member receives. This record shall be made available, upon request, to the parent/guardian.

D. Non-prescribed (Over-the Counter) Medications

A student in grades 6-8 may be allowed to possess and self-administer an over-the-counter medication, upon the written authorization of the parent. The parent must complete Form 5330 F1a - Authorization for Non-prescribed Medication and Treatment and submit it to the School's office for filing in the student's records.

If a student is found with a medication in his/her possession, his/her record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the Superintendent for disciplinary action. The Superintendent may use one or more of the following procedures, depending on the particular situation:

1. Contact the parent and arrange for the parent to submit Form 5330 F1a as soon as possible.

2. Take the medication from the student and keep it in the School's office until the completed form has been submitted.

The purpose of any disciplinary action on this matter should be to make it clear to all students and parents that, because of its policy on drug use, the School cannot allow possession or use of any form of unauthorized drug or medication at any time.

FDA – Approved Over-the-Counter Topical Substances

A student shall be allowed to possess and self-administer a U.S. Food and Drug Administration (FDA) over-the-counter topical substance upon the written authorization of the parent/guardian. An FDA-approved, over-the-counter topical substance may include sunscreen, antimicrobial or antifungal products, external analgesics including lidocaine, psoriasis or eczema topical treatments, or any other topical product with a therapeutic effect.

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E. Dispensing of non-authorized, over-the-counter (OTC) medication by school employees to students served by the School is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to, and including, dismissal.

Epinephrine is administered only in accordance with a written medication administration plan developed by Superintendent, satisfying the requirements and updated annually, which includes the following:

A. Diagnosis by a physician that the student is at high risk of a life-threatening allergic reaction and a medication order containing indications for administration of epinephrine.

B. Written authorization by a parent or guardian (see Form 5330 F1c).

C. Home and emergency phone number(s) of any other person(s) to be notified if the parents are unavailable.

D. Names of school personnel who have received training in administration of epinephrine by auto-injector to the individual student.

E. Identification of places where the epinephrine is to be stored, following consideration of the need for storage at places where the student may be most at risk. The epinephrine may be stored at more than one (1) location or carried by the student, when appropriate.

F. Consideration of the ways and places epinephrine can be stored so as to limit access to appropriate person, which shall not require the epinephrine to be kept under lock and key. Epi-pens will be available in the main office of the school building.

G. Plan for risk reduction for the student, including a plan for teaching self-management, where appropriate.

When epinephrine is administrated, there shall be immediate notification of the local emergency medical services system generally (911) followed by notification of the Superintendent, the student's parents or, if the parents are not available, any other designated person(s), and the student's physician.

Revised Guideline Fall 2018

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EMERGENCY MEDICATION

Board Policy 5330 and the procedures on the administration of medication in AG 5330 must be observed at all times.

A. School personnel should administer only physician prescribed kits, or equivalent.

B. The School is to be notified, in writing, of a student who may need emergency medication by his/her parents or physician. In all cases, this information should be conveyed to the Superintendent or designee who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.

C. In addition, a notation should be made on the student's emergency medical authorization Form 5341 F1 for use on field trips. The medication should be available to the trip leader, who shall be instructed on its proper application.

D. The student's parent will be responsible for providing the medication and is to be informed that the School may call emergency medical services when his/her student receives the medication.

E. If a serious situation does occur requiring the administration of emergency medication, the Superintendent is to contact 911 and request that a mobile unit be dispatched to the School to deal with complications that may arise. The parents shall be contacted immediately after the call to emergency services.

F. Parents are responsible for providing the School with the proper medication with an adequate expiration date at the beginning of each school year.

G. Medication procedures should be reviewed with appropriate staff at the beginning of the school year.

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CONCUSSIONS AND ATHLETIC ACTIVITIES

Reference: M.C.L. 333.9155 - 9156

Prior to Participation

Before a youth athlete may participate in an athletic activity sponsored by or operated under the auspices of the School, all of the following must occur:

A. All coaches, employees, volunteers, and other adults who are involved with the participation of youth athletes in the athletic activity must have completed the concussion awareness training program as developed and made available by the state Department of Community Health (DCH) , including re-training every three (3) years or as frequently as otherwise recommended by DCH.

B. Each youth athlete who participates in an athletic activity and a parent or guardian of the youth athlete must be provided educational materials on the risks of concussions, as developed by the DCH.

C. A signed receipt for the materials described in B. above must be obtained from the youth athlete and a parent/guardian.

The signed receipts shall be maintained in a permanent file for as long as the youth athlete continues to participate in athletic activities sponsored by or operated under the auspices of the Academy or until s/he turns 18. The materials and receipt requirement will not be necessary for participation in additional athletic activities. Redistribution and a new signed receipt will only be required if the DCH issues updated materials with new risks associated with concussions or if the DCH requires more frequent distribution. These signed receipts shall be made available, upon request, to the DCH.

During Participation

Each coach or other adult employed by, volunteering for, or otherwise acting on behalf of the Academy shall:

A. Immediately remove from physical participation in an athletic activity a youth athlete who is suspected of sustaining a concussion during the athletic activity.

B. Not allow a youth athlete who has been removed from physical participation in an athletic activity for suspected concussion to return to physical activity until s/he has been evaluated by an appropriate health professional and received written clearance authorizing the physical participation in the athletic activity.

The School shall maintain the written clearances in a permanent file for the duration of that youth athlete's participation in athletic activity sponsored by or operated under the auspices of the School or until s/he turns eighteen (18). The written clearances shall be made available, upon request, to the DCH.

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These protocols do not apply to programs or events sponsored by or operated under the auspices of the School where the primary focus is not participation in an organized athletic game or competition, but such participation is only incidental to the primary focus of the program or event.

Definitions:

A. "*Appropriate health professional*" means a health professional who is licensed or otherwise authorized to engage in a health profession under state law and whose scope of practice within that health profession includes the recognition, treatment, and management of concussions.

B. "*Athletic activity*" means a program or event, including practice and competition, during which youth athletes participate or practice to participate in an organized athletic game or competition against another team, club, entity, or individual. Athletic activity includes participation in physical education classes that are part of a school curriculum.

C. "*Concussion*" means a type of traumatic brain injury as recognized by the Centers for Disease Control and Prevention. A concussion may cause a change in a person's mental status at the time of the injury, including, but not limited to, feeling dazed, disoriented, or confused, and may or may not involve a loss of consciousness. A concussion may be caused by any type of accident or injury including, but not limited to, the following:

1. a fall

2. a blow, bump, or jolt to the head or body

3. the shaking or spinning of the head or body

4. the acceleration and deceleration of the head

"*Youth athlete*" means an individual who participates in an athletic activity and who is under eighteen (18) years of age.

New Guideline Spring 2013
Revised Spring 2018

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STUDENT ACCIDENT OR ILLNESS/CONCUSSION

In the event of a student accident or illness, staff members shall report the accident to the school office and, if properly trained, administer first aid.

The Superintendent or designee shall do the following:

A. summon professional medical assistance, if needed;

B. notify the parents, as soon as possible, by telephone or written report;

C. contact parents immediately, if the accident indicates professional medical care is required;

D. record on the Student Accident Form 5340 F1, as soon as possible, all pertinent facts concerning the accident and submit the form to the School office.

School personnel shall not diagnose illness or administer medication of any kind, except in accordance with AG 5330.

Records are to be kept on all injuries requiring medical attention that occur while students are on the School's property, in the School's buildings, on the way to or from the School, or at school-sponsored activities.

A copy of the Student Accident Report Form is to be filed with the carrier of the School's liability insurance when requested.

The Superintendent shall prepare in-building procedures for dealing with illness at the School to ensure prompt attention to the student and proper communication with the parents.

Concussions

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

Parents/guardians who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

If a concussion is suspected by a teacher or coach, the student will be removed from the class, practice, activity, or game. The student will not be permitted to return to full participation until he or she is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.

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Teachers or coaches who suspect a student has been concussed shall record on the Student Accident Form 5340 F1, as soon as possible, all pertinent facts concerning the incident and submit it to the Superintendent's office.

Parents or guardians shall be notified about the possible concussion and given information on concussions and the need for medical attention.

Prior to the beginning of each season and pre-season training, coaches shall notify parents, guardians, and student athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed. Information about this guideline will be included in the student handbook.

Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return-to-play standards.

Revised Spring 2012

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HEALTH EMERGENCIES AND FIRST AID CARE

Emergency Procedure

If a student or staff member requires immediate attention for an accident or illness call 911 and request a paramedic if needed.

When the call is made, be sure to indicate the following:

A. where the emergency situation is located (include cross streets, if applicable);

B. telephone number from which the call is being made;

C. brief description of what happened;

D. how many persons need help;

E. what has been, or is being, done for the victim(s).

The person in charge is to clear the area of all unnecessary persons and give clear, precise directions to those who need to be involved in the emergency.

First Aid Procedures

Any staff member qualified to do so may administer first aid. After initial first aid treatment, the legal responsibility for subsequent care rests with the victim or the parents of a student victim.

Internal medication cannot be administered, even in emergencies, to any student by any school personnel other than a physician. Any treatment beyond first aid for any condition is prohibited.

In any case involving bodily fluids, the School's Blood-Borne Pathogens policy and procedures (8453 and 8453.01) must be followed.

Abrasions, minor cuts, scratches

Cleanse area with soap and water and apply a band-aid.

Fainting

Loosen clothing, place child flat on back with head lower than body. Do not give any fluids.

Headache

If student has a fever or appears ill, send student home; otherwise allow him/her to rest for a while.

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Stomach ache

If pain is severe, or student is feverish or appears ill, send student home.

Seizures

If you know the person has epilepsy, it is usually not necessary to call EMS (911) unless:

1. the seizure lasts longer than a few minutes;

2. another seizure begins soon after the first;

3. he/she does not regain consciousness after the jerking movements have stopped.

However, you should call EMS (911) when someone is having a seizure also

1. is pregnant;

2. carries identification as a diabetic;

3. appears to be injured; or

4. is in the water and has swallowed large amounts of water.

***NOTE**:* A person having a seizure cannot control it. As someone trained in first aid, you can prevent injuries to him/her by removing anything nearby that might get in the way, such as furniture or equipment. You can also prevent injuries by not interfering: Do not try to put anything between the teeth. Also, do not hold or restrain the person. Loosen clothing. If the victim vomits, roll him/her on one side.

Following a seizure, the muscles relax. Check airway, breathing, and circulation (ABCs). A person recovering from a seizure is likely to be drowsy and disoriented. He/She needs rest and reassurance. Stay with the person until he/she is fully conscious and aware of surroundings once again.

Diabetic Emergency

In a diabetic emergency, it is possible to confuse the signs and symptoms of insulin shock and diabetic coma.

Since insulin shock is a true emergency that needs quick response, give any fully conscious person in a diabetic emergency sugar--candy, fruit, juice, or a soft drink containing sugar. This will quickly get sugar into the blood to help someone in insulin shock. If, instead of insulin shock, he/she is in diabetic coma, the sugar will not cause further harm.

If the person is unconscious, check ABCs and call EMS (911).

A victim of diabetic coma also needs immediate transport to the hospital. Again, check ABCs and call EMS (911).

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Poison

Quickly take any containers to the phone; then call EMS (911) and the local Poison Control Center and follow their instructions. Care for shock and check breathing frequently. Do not give anything by mouth until you have been advised by medical professionals.

Be sure to save any containers and vomit for EMS (911). These will help them identify the poison and give the appropriate treatment.

Fractures, Dislocations, Sprains, and Strains

Sometimes it is difficult to tell whether an injury is a fracture, dislocation, sprain, or strain. Since you cannot be sure which of these a victim might have, always care for it as a fracture. If EMS (911) is on the way, do not move the victim. Control any bleeding first. Care for shock and monitor ABCs. If you are going to transport the victim to a medical facility, follow this general rule: "When in doubt, splint."

Splinting is a way of immobilizing a suspected fracture. Materials that can immobilize a fractured bone and the joints, both above and below it, can be used to splint. (Examples are rolled-up newspapers/magazines and pieces of wood.) Commercial splints are also available.

The purpose of splinting is as follows:

1. to immobilize a possibly fractured part of the body;

2. to lessen pain;

3. to prevent further damage to soft tissues;

4. to reduce the risk of serious bleeding;

5. to reduce the possibility of loss of circulation in the injured part;

6. to prevent closed fractures from becoming open fractures.

The basic principles of splinting are:

a. splint only if you can do it without causing more pain and discomfort to the victim;

b. splint an injury in the position you find it;

c. apply the splint so that it immobilizes the fractured bone and the joints above and below the fracture;

d. check circulation before and after splinting.

If there are no splinting supplies available, splint the broken part of the body to another part. For example, a broken arm can be splinted to the chest. A fractured leg can be splinted to the other, uninjured leg.

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If the injury is a closed fracture, dislocation, sprain, or strain, apply a cold pack. Do not apply a cold pack to an open fracture because doing so would require you to put pressure on the open fracture site and may cause discomfort to the victim.

Injury of the head, neck, and back (spinal injury) is serious and difficult to care for. Think about these injuries as possibilities when caring for a victim who has suffered traumatic injury. Examples of situations in which traumatic injury may occur are falls, motor-vehicle accidents, and diving or other sports-related accidents.

If the victim has an obvious head injury, suspect the possibility of spinal cord injury also. If the victim is unconscious and your survey of the scene suggests traumatic injury to the head, care for him/her as if there is a spinal injury.

If you do suspect a spinal injury, stabilize the victim's head and neck as you found them by placing your hands along both sides of the head. This keeps the head in line with the spine and prevents movement.

If you must move the victim, do it carefully, using the clothes drag rescue method.

Stay with the victim and continue to stabilize the head and neck until EMS (911) arrives. Monitor ABCs.

Insect Bites and Stings

If the victim was stung and the stinger remains embedded, try to remove it. Do not squeeze the stinger, since that will release more venom into the blood. Instead use tweezers to remove the stinger, or scrape it away with something like a credit card. Wash well with soap and water. Put a cold pack on the area that has been stung to reduce swelling and pain. Place a clean cloth between the skin and the ice, to protect the skin. Place the stung area below the level of the heart to slow circulation of the venom.

If you see signs and symptoms of allergic reaction, call EMS (911) quickly. While waiting for EMS to arrive, care for shock, and monitor ABCs.

Nose Injuries and Nose Bleed

If you suspect that the victim has a possible head, neck or back injury, do not try to control a nosebleed. Stopping the blood flow would increase pressure on injured soft tissues. Instead, leave the victim as you found him/her, and stabilize the head and neck. If the victim is conscious, tell him or her not to move.

If you do not suspect a head, neck, or back injury, try to control the bleeding. Have the victim sit down and lean forward, chin toward chest. Then pinch the nose shut.

Encourage the victim to rest quietly, since walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

Bites

Dangerous infection can develop even from a minor bite. To help prevent infection, either wear latex gloves or wash your hands if possible before caring for someone with open wounds. If there is not heavy bleeding, wash wounds well with soap and water;

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then cover them with a clean dressing, bandage them, and seek medical help. Do not try to clean a wound that is bleeding heavily. Control the bleeding. Once it stops, cleaning might make it start again. Leave the dressing in place. A serious wound should be cleaned only by trained medical personnel.

Eye Injuries

Be extremely careful when touching the eyes. Wash your hands when possible before caring for an eye injury. Be gentle. If you cannot get a floating object off the surface of the eye or eyelid by the method outlined in the action guide, either loosely wrap a bandage around both eyes or tape dressings over them. You need to wrap both eyes, since the movement of one eye affects the other. Reassure the victim, since having one's eyes bandaged is frightening. Get medical help.

An object that has become embedded in, or has penetrated, the eyeball should not be removed by anyone but a doctor. First aid care for such an injury is to invert a paper cup over the injured eye. This prevents further damage by keeping the object in place without pressure. Then wrap a bandage around both eyes.

If the victim is unconscious, close the eyelids to keep the eyeballs from drying out.

For chemical burns, wash the eye with lots of running water, flushing from the nose outward, for fifteen (15) to thirty (30) minutes. Then wrap a bandage loosely around both eyes and reassure the victim. Monitor ABCs.

Burns

A. Heat Burns

Call EMS (911) and then care for the burns. The major cause of shock in burn victims is heavy loss of body fluids through the burned area. Have the victim lie down. Elevate the burned part if doing so does not cause further pain. As always for shock, maintain normal body temperature.

In general, care for heat burns as follows:

1. For first-degree burns and second-degree burns with no open blisters, flush with lots of cool running water. Apply moist dressings, and bandage loosely.

2. For second-degree burns with open blisters and third-degree burns, apply dry dressings and bandage loosely. Do not use water, as it increases the risk of shock.

B. Acid Burns

Remove all contaminated clothing, jewelry, etc. Wash contaminated skin with plain water for fifteen (15) - thirty (30) minutes. For burns to eyes, wash with plain water at least thirty (30) minutes - beginning with the nose and washing out. DO NOT WASH FROM ONE EYE TO THE OTHER, CROSSING OVER THE NOSE. Do not use a reactor. Call 911 or emergency squad as soon as possible.

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External Bleeding

The purpose of first aid for external bleeding is to:

1. stop the bleeding;

2. prevent infection;

3. prevent shock.

Severe bleeding is arterial bleeding--bleeding that spurts from a wound with every beat of the heart. It is life-threatening and needs to be controlled immediately.

Keep in mind that a relatively small amount of bleeding can look dramatic. Do not get so concerned at the sight of blood that you overlook other injuries. Bleeding can also frighten the victim, so remember to reassure him/her.

Infection can develop within hours or days of an injury. The signs and symptoms of infection are pain or tenderness at the wound; redness, heat, or swelling at the wound; pus beneath the skin or in the wound; red streaks leading from the wound; and swollen lymph glands closest to the wound (in the groin for a leg infection, in the armpit for an arm infection, and in the neck for a head or neck infection). An infection can also cause a person to feel ill. If any of these signs or symptoms develop, the victim should get medical help.

To reduce your threat of infection, wear latex gloves or wash your hands if possible before caring for a wound. Use clean dressings and bandages. Wash minor wounds that are not bleeding severely with soap and water before applying the dressing. Do not try to clean major wounds that are bleeding severely, since that might cause more bleeding.

To control bleeding, follow these steps:

1. Apply direct pressure on the wound with a dressing. (Use your hand alone if no dressing is available.) A dressing is a clean covering placed over the wound that protects it and helps control the bleeding by absorbing the blood and allowing it to clot. Once you put a dressing on a wound, do not remove it. If bleeding continues, add new dressings on top of the one already soaked with blood. The less a bleeding wound is disturbed, the better your chances of stopping the bleeding.

2. If bleeding continues and you do not suspect a fracture, elevate the wound above the level of the heart and continue to apply direct pressure.

3. If the bleeding does not stop, the next step is to apply pressure at a pressure point. Continue to do steps 1 and 2.

4. The final step to control bleeding is to apply a pressure bandage. A bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Take the pulse and examine the fingertips in the injured limb after wrapping the bandage to make sure the bandage is not so tight that it slows or stops

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circulation. If it is too tight, the pulse rate may be slowed or absent and the fingertips or toes may look bluish.

Dental Emergencies

For the injuries below, follow the recommended procedures:

1. a knocked out tooth:
    a. replace tooth into socket
    b. apply ice, wrapped in cloth, to face
    c. if you cannot put tooth into socket, place in a glass of cold water or milk until you can see your dentist
2. injured tissues:
    a. apply ice, wrapped in a cloth, to face
    b. apply gauze firmly to site for 1/2 hour
    c. phone dentist
3. fractured bones:
    a. immobilize; use cloth such as towels or scarves tied around injured area
    b. have patient sit still and upright
    c. go to a hospital as soon as possible
4. swelling and gumboil:
    a. rinse with warm salt water four (4) times a day (1/2 tsp of salt in one (1) cup of warm water)
    b. have the patient see a dentist as soon as possible
    c. low heat on outside of face

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TRANSPORTATION FOR ILL OR INJURED STUDENTS

When a student becomes ill or injured at the School, it may be necessary for the student to be taken home, to a doctor, or to a hospital. This responsibility should be assumed by the parent, except in an emergency when it is apparent that an ambulance or emergency medical service should be called immediately. (See 5340A for calling procedure.)

The final responsibility for the safe transportation of a sick or injured student from the School to home, hospital, or to emergency medical care rests with the Superintendent.

No seriously sick or injured student should be allowed to go home, unless there is a responsible adult (see student's Emergency Medical Authorization Form 5341 F1) to provide for his/her care. The student will remain in the School when all measures available to locate a responsible adult have failed. When the School is dismissed and no adult is available, contact the appropriate local law enforcement agency.

Ambulance and emergency medical service cost is the parent's responsibility but should never be a deterrent to providing this emergency service.

Emergency Situations

For critically injured or ill students who may warrant an ambulance or emergency medical service, the following procedures should be taken:

A. Determine how severe the emergency is.

B. Call ambulance or emergency medical service.

C. Administer necessary first aid, if trained or if prudence requires.

D. Contact the Superintendent.

E. Call the parent. If the parent cannot be located, call the designated emergency number on Form 5341 F1.

F. Complete an accident report (5340 F1).

Non-Emergency Situations

There are those situations when the injury or illness of the student is not considered an emergency. In such situations, the procedure to ensue is as follows:

A. Notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide if the student should receive medical care.

B. If the parent has no available transportation, discuss possible alternatives they might have (neighbor, relative, taxi, etc.).

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C. There may be situations in which the Superintendent may designate staff members to transport the student to the doctor or the emergency room, after the parent has been notified, with the plan that the parent will meet the school personnel with the student on arrival. This may be a situation when time is a factor, but emergency medical service or an ambulance is not warranted.

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PROMOTION, PLACEMENT, AND RETENTION

Optimal achievement is obtained when the School's students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

Definitions

A. *Promotion*:

Promotion occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy 5410 and restated below.

B. *Placement*:

Placement occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.

C. *Retention*:

Retention occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the Superintendent.

Final decisions on student promotion, placement, or retention rest with the Superintendent.

To implement Board policy, the following guidelines are to be utilized:

Criteria for Consideration

A.. Intermediate Level

To be promoted the student must successfully complete a majority of the required academic subjects.

Time Line for Grade Placement Changes:

1. *Before Parent/Teacher Conference*: The Superintendent will review grade placement procedures with teachers.

2. *October-January*: Teacher should discuss student's progress with parents.

3. *Early March*: Teacher will notify the Superintendent, if an alternative grade placement or retention is being considered. The Student Intervention Team will be convened by the Superintendent to make a determination.

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4. *Early April*: If placement or retention is still being considered, parents should be notified at least by this time, and their commitment to the decision secured.

5. *May-June*: Decision on placement or retention is made, and student's Grade Placement Recommendation is completed.

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REPORTING STUDENT PROGRESS

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the School.

To comply with Board of Education's Policy 5420, the professional staff is to prepare for the Superintendent's approval a plan for progress reporting that includes the following:

A. report cards will be prepared, reviewed, and then delivered to parents;

B. parent-teacher and/or parent-teacher-student conferences will be conducted in terms of both logistics and methods for involving the parent and student in any problem-solving and decision-making that may be needed;

C. follow-up will occur whenever a conference produces a plan of action for helping the student improve or maintain current performance.

Included in the plan should be a mechanism for ensuring that any written communication to the parents is concise, accurate, understandable, in proper grammatical form, and correctly spelled.

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PARENT-TEACHER CONFERENCES

The parent-teacher and/or parent-teacher-student conference can play a significant role in the education of our students in important ways:

A. providing the teacher with vital information from parents and the student that will strengthen the plans and strategies the teacher uses with a student

B. helping parents and the student understand more clearly what the School and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parents and the student can do to facilitate the process

C. building a strong partnership between the home and the School that has implications for support of School programs beyond a particular classroom or grade

Each professional staff member is to design a plan for the conduct of parent-teacher parent-teacher-student conferences. Among the strategies contained in a conference plan should be the following:

A. creating an environment in which the interaction with parents and student is based on a partnership mind-set rather than one that communicates "I know and tell, you don't know, so listen"

B. providing opportunities for parents and the student to ask questions regarding both the ends and the means and to suggest additions and modifications to both;

C. ensuring that at any special conferences with parents and the student, the parents and the student leave with the following commitments:

1. one or more action plans for helping the student’s learning that the teacher and parent and the student have developed, agreed upon, and committed to;

2. a clear understanding of what the School’s progress reports and report cards will contain; how they should be interpreted, and how they should be used by parents to support their student's learning efforts;

a. correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference;

b. announcing the time schedule, which includes the approximate length of the conferences and time of day (or night) conferences will be held.

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GRADING

See Student Handbook

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CHANGING A GRADE

No student's curse grade will be changed, without the approval of the teacher who assigned the grade, either at the end of a marking period or after a final examination. If the teacher does not concur with the request for the grade change, the final decision will be made by the Superintendent.

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GRADUATION REQUIREMENTS

Reference: MCL 380.1165, 380.1166, 380.1278a, 380.1278b
MCL 380.1279
20 USC 1400 et seq., 20 U.S.C. 1401 et seq.
29 USC 794 (Section 504 of Title V of the Rehabilitation Act of 1973)
42 USC 12131 et seq.
Personal Curriculum Guidelines, (MDE, May 2009)

In order for a student to qualify for a high school diploma at the Academy, s/he must have satisfactorily completed the following courses and earned at least 24 credits in grades nine through twelve including the requirements listed below.

State Required Credits For All Students Not Under An IEP
English 4 credits
Social Studies 4 credits
General Science (or its equivalent) 4 credits
Mathematics 4 credits
Physical Education/Health (may be earned through participation in extra-curricular, athletic activities) 1 credit
Visual, Performing, Applied Arts 1 credit
World Language (other than English) 2 credits

Additional local graduation requirements include: Interdisciplinary Studies (Exploratory) – 4 credits.

24 Total credits

Students shall successfully complete an online course or learning experience or shall have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

High School Graduation must be earned by passing all mandated subjects, a major sequence, and earning the total credits required for a diploma.

If a special education student is certified as having properly completed the requirements of their IEP, the student shall receive a certificate of completion. Such a student shall participate in all graduation activities.

Special education students who properly complete the program specified in their I.E.P. or in a personal curriculum and have received the recommendation of the I.E.P.C. will receive a high school diploma. Such students may participate in graduation activities. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

A high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the Academy assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement. Such credit will not be counted toward the required number of credits needed for graduation and will not be used to determine the student's GPA.

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A student may be granted credit by earning a qualifying score, as determined by the Michigan Department of Education (MDE) on assessments developed or selected for the subject area by the MDE or by earning a qualifying score, as determined by the Academy, on one (1) or more assessments developed or selected by the Academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit.

The student may not receive credit for a course in the same area but lower in the course sequence.

A high school student shall be granted credit in any foreign language not offered by the Academy, provided s/he meets the competency criteria established by the Superintendent.

A high school student shall be granted credit for completion of an internship or work experience that meets all of the requirements of MCL 380.1279h, subject to the Board's right to deny credit for the reasons and in the manner set out in MCL 380.1279h. The appeal rights set out in this statute apply in the event of a denial.

The Michigan Merit Curriculum requires eighteen (18) credits for high school graduation, which can be met using alternative instructional delivery methods such as alternative course work in humanities course sequences, career and technology courses, industrial technology or vocational education, or through a combination of these programs.

Credit Requirements for High School Graduation Include:

4 Credits – Mathematics, including at least four (4) credits in mathematics that are aligned with subject area content expectations developed by MDE including completion of at least algebra I, geometry, and algebra II, or an integrated sequence of this course content that consists of three (3) credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, and financial literacy (as developed or approved by the Michigan Department of Education ("MDE") as a model program).

A student may complete algebra II over two (2) years with a credit awarded for each of those years. Each student must successfully complete at least one (1) mathematics course during his/her final year of high school enrollment.

4 Credits - English Language Arts aligned with subject area content expectations developed by MDE.

3 Credits – Science, including at least biology and either chemistry, physics, anatomy, or agricultural science, or successfully completing a program or curriculum that provides the same content as the chemistry or physics benchmarks. A student may fulfill the requirement for the third science credit by completing a state-approved computer science program or curriculum or formal career and technical education program or curriculum. A fourth credit in science, such as forensics, astronomy, earth science, agricultural science, environmental science, geology, physics, chemistry, physiology, or microbiology is encouraged.

3 Credits - Social Studies, including .5 credit in civics; .5 credit in economics (the .5 credit in economics may be satisfied by a personal economics course that complies with applicable law, includes a financial literacy component, and covers the subject area content expectations for economics developed by MDE and approved by the state board); one (1) credit in U.S. history and geography; and one (1) credit in world history and geography.

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1 Credit - Physical education/health, either 1 credit in subject matter that includes both health and physical education, or at least ½ credit in health and at least ½ credit awarded by the Academy for approved participation in extracurricular athletics or other extracurricular activities involving physical activity.

1 Credit – 1 credit in visual arts, performing arts, or applied art.

2 Credits – World Language (other than English), or course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English. One credit of this requirement may be partially or fully fulfilled by completing an approved formal CTE program/curriculum or Visual Performing Arts instruction in addition to the one (1) credit already required in this area.

Educational Development Plan

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate before s/he begins high school. Each student shall review and revise their educational development plan, as appropriate, during each year of high school. Any educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role. The plan shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the student will be provided with all of the following:

A. Information on various types of careers and current and projected job openings in the State and those jobs' actual and projected wages.

B. An opportunity to explore careers specific to a student's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.

C. An opportunity to develop a talent portfolio, which shall include, but is not limited to, a record of the student's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. If developed, a talent portfolio shall be revised, as appropriate, throughout the implementation of the educational development plan.

During the process of developing an educational development plan, students shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the Academy is located. The plan must be based on a career exploration program and high school readiness scores, to assist the student in identifying career development goals as they relate to academic requirements.

Personal Curriculum Modifications of High School Graduation Requirements

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A parent or legal guardian of a student who has completed grade 9 may request a personal curriculum for the student that modifies certain Michigan Merit Standard requirements. If all of the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standards. If the request for a personal curriculum is made by the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, by the student, the Academy shall develop a personal curriculum for the student.

The Academy shall not limit or discourage the number of students with a personal curriculum on any basis other than the best interests of each individual student.

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

<u>All of the following apply to a personal curriculum:</u>

A. The personal curriculum shall be developed by a group that includes the student, at least one (1) of the student's parents or the student's legal guardian, and a teacher who is currently teaching a student or the student's high school counselor or another designee (selected by the Academy) qualified to act in a counseling role. An in-person meeting of the group is not required.

B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standards as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.

C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the School Leader or his/her designee.

D. The student's parent or legal guardian shall be in communication with each of the student's teachers to monitor the student's progress toward the goals contained in the student's personal curriculum.

E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.

F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.

G. Except as otherwise provided, the mathematics credit requirements may be

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modified as part of a personal curriculum only after the student successfully completes at least 3.5 total credits of the mathematics credits required, including algebra I and geometry. The requirement that a student must successfully complete at least one (1) mathematics credit during his/her final two (2) years of high school enrollment is not subject to modification as part of a personal curriculum. The algebra II credit may be modified as part of a personal curriculum only if the student meets one (1) or more of the following criteria:

1. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or

2. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years, and successfully completes that content; or

3. the student enrolls in a formal career and technical education program or curriculum and in that program or curriculum successfully completes the same content as the algebra II benchmarks assessed on MDE prescribed State high school assessments determined by the department; or

4. the student successfully completes one (1) semester of statistics, functions and data analysis, or technical mathematics.

The above items establish conditions that must be in place to bring about modification of the mathematics credit requirements for a personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the Academy and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

H. The social science credit requirements may be modified as part of a personal curriculum only if all of the following requirements are met:

1. the student has successfully completed two (2) credits of the social science credits required including the civics course; and

2. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education

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program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01. This credit must be in addition to the number of those credits otherwise required.

Additional options and resources for decision making with regard to the Personal Curriculum can be found at http://roadmap.actpoint.com/mi/

Students with a Disability – Personal Curriculums Modifying High School Graduation Requirements

If the parent or legal guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the Academy may allow that additional modification to the extent necessary because of the student's disability if the group determines that the modification is consistent with both the student's educational development plan and the student's individualized education program. As used in this policy, "child with a disability" is defined in 20 U.S.C. 1401.

A student receiving special education services shall have an Individual Education Plan (IEP) that identifies the supports, accommodations, and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum and meet the requirements for a high school diploma.

Transfer Students – Personal Curriculums Modifying High School Graduation Requirements

If a student transfers to the Academy from out-of-state or from a nonpublic school, the student's parent or legal guardian may request, as part of the student's personal curriculum, a modification of the Michigan Merit Standards requirements that would not otherwise be allowed under this section. The Academy may allow this additional modification for a transfer student if all of the following requirements are met:

A. The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out-of-state or at a nonpublic school.

B. The Academy may use appropriate assessment examinations to determine what credits, if any, the student has earned out-of-state or at a nonpublic school that may be used to satisfy the curriculum requirements of the Michigan Merit Standards, Academy policy and the State Board of Education.

C. The transfer student's personal curriculum incorporates as much of the subject area content of the Michigan Merit Standards as practicable.

D. The transfer of a student's personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her

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final year of high school enrollment. In addition, if the transfer student is enrolled in the Academy for at least one (1) full school year, both of the following apply:

1. the transfer student's personal curriculum shall require that this mathematics course is at least algebra I.

2. if the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student's personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.

E. The transfer student's personal curriculum must include the state required civics course.

The Academy shall administer the Michigan Merit Examination to students in grade 11 and to students in grade 12, in accordance with State law and the assessment provisions of the Michigan Department of Education (MDE). The Academy is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A number of new and revised guidance documents and tools are available at the MDE Office of School Improvement website.

New Guideline Fall 2021

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GRADUATION REQUIREMENTS CAREER AND TECHNICAL EDUCATION (CTE)

During the process of developing and reviewing a student's education development plan, the student shall be advised that many of the high school curricular requirements may be fulfilled through a Michigan Department of Education (MDE) approved career and technical education program curriculum. The student shall also be provided with the most recent analysis published by the Department of Technology, Management and Budget of in-demand occupations in the region where the Academy is located. This analysis may be provided to the student electronically.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the Academy over the student's experience and learning in the work setting in which the work-based learning occurs, MDE approval of this experience is required.

State-approved career and technical education wage-earning programs shall include all of the following:

A. a coherent sequence of courses so that students gain academic, technical, and work behavior skills

B. instruction that includes classroom, laboratory, work-based learning, and leadership opportunities

C. instruction that is supervised, directed, or coordinated by an appropriately certificated career and technical education teacher

D. consists of standards approved by the Michigan Department of Education

E. must receive approval from the Michigan Department of Education/Office of Career and Technical Education through an application process.

Students must show successful completion of the State approved curriculum through completion of coursework covering all State program standards and must have taken any required technical assessment.

All planning with regard to student Career and Technical Education Program requires close coordination with the MDE/Office of Career and Technical Education.

High School students fulfilling a career and technical education (CTE) program must complete all of the required credits for a high school diploma described in AG 5460. However, the following graduation requirements may be fulfilled by completing a formal career and technical education program:

English Language Arts - four (4) credits are required aligning with subject area content expectations developed by MDE.

Math - Of the four (4) required credits, a student may partially or fully fulfill the Algebra II requirement by completing an MDE approved formal career and technical education program curriculum.

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Science - Of the three (3) required credits, a student may fulfill the requirement for the third science credit by completing an MDE approved computer science program or curriculum or formal career and technical education program or curriculum.

Social Science – The credit requirements may be modified through the completion of a career and technical education program only if the student has successfully completed two (2) credits of the social science credits including the required civics course.

Health and Physical Education – The credit requirements may be modified through the completion of a career and technical education program.

Visual Arts, Performing Arts, or Applied Arts – The credit requirements may be modified through the completion of a career and technical education program.

World Language - Of the 2 required credits, a student may partially or fully fulfill 1 credit by completing a department-approved formal career and technical education program or curriculum or by completing visual or performing arts instruction that is in addition to the required visual/performing arts credit. One (1) credit of this requirement may be partially or fully fulfilled by completing an approved formal CTE program/curriculum, Visual Performing Arts instruction in addition to the one (1) credit already required in this area.

New Guideline Fall 2021

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TESTING-OUT OF A COURSE

There may be occasions when a student requests the opportunity to demonstrate reasonable mastery in a semester or year-long course, as authorized by the School Code.

A. The School Leader has the responsibility to do the following:

1. ensure that all departments prepare and submit an assessment process for all courses, other than those excluded by State mandate or Board policy, that complies with the intent of the law;

2. ensure equal access to this process for all students;

3. maintain accurate and complete records of all such student requests, the assessments used, the results obtained, and the decision regarding the issuance of credit;

4. provide to the Board, each semester, a report that lists all the students who participated, the courses involved, and a summary of the assessment results;

5. provide assessment schedules, an appropriate setting, and supervision for examinations and other forms of assessment required by the teacher;

6. notify the students and their parents regarding the student's performance and whether credit is issued.

B. It will be the responsibility of the Department Leader/Counselor to prepare and submit 2 weeks prior to the beginning of the semester in which a course will be offered, an assessment plan by which a student will be able to confirm mastery of the subject matter. The plan is to include the following:

1. the learning objectives for the course;

2. a written examination;

3. a portfolio, presentation, project, performance, research paper, or other form of assessment, if applicable;

4. the performance criteria by which the student may demonstrate proficiency at a C+ level and higher;

5. assurance that the assessment(s) and procedures required of students requesting test-out are comparable to those required of students taking the course and that the grading is based on the same criteria.

(For students who wish to test out of a foreign language not offered by the high school, the Department Leader/Counselor shall prepare the means by which the student's proficiency in the language can be assessed.)

The assessment plan will be approved by School Leader.

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In addition, the School Leader shall:

1. provide students with the following:

2. the learning objectives for the course;

3. the course of study or syllabus;

4. a description of the examination/assessment;

5. review the student's performance on the assessments and report to the School Leader whether or not the student has demonstrated mastery.

C. Students will be required to do the following:

1. submit the required Form 5460B F1, at least 5 days prior to the start of the class or classes;

2. fulfill the requirements for those individual assessments within 5 days of the request.

Evaluation

At the end of each school year, the Educational Service Provider/School Leader, together with appropriate staff, will conduct a follow-up to determine how well students who tested out of a course were able to perform in subsequent courses in the same content area.

Both students who tested out and teachers who had the students in the next sequenced class should be surveyed to determine the positive and negative effects. The School Leader will then determine whether or not credit should continue to be granted to students who test out of a course and may thus revise any of the test-out procedures described in this guideline.

New Guideline Fall 2021

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STUDENT TRANSFER FROM NONACCREDITED SCHOOLS

Whenever a student seeks to transfer into the School from a non-accredited school such as a home school the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

A. Identify the grade level that the student's age would indicate is the likely grade placement.

B. Review the courses of study for that grade to determine the critical learnings that would be prerequisite for success at subsequent grade levels or courses.

C. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the non-accredited school. Determine whether the critical learnings identified in the School's courses of study were properly assessed and, if so, how well the student has achieved each critical learning.

D. If no prior assessment data is available, identify which tests (standardized or school-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement of the critical learnings and arrange for the student to be assessed.

E. If the assessment so indicates, assign the student to the grade or course level suggested at the first step (with or without special assistance).

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STUDENT CONDUCT

The Student Code of Conduct contained in the Student Handbooks define in detail how the Board of Education expects students to conduct themselves while under the jurisdiction of the Board.

All professional staff members are requested to be on the alert for any student behavior in violation of the School's regulations. Students should behave in a manner that will be a credit to our School.

A record of a student's misconduct as well as disciplinary actions, suspensions and expulsions are to be made a part of the student's permanent record until he/she leaves the School, and such record(s) are to be released in accordance with AG 8330 - Student Records.

Classroom Behavior

Generally, standards throughout the School should be the same. However, each teacher is expected to specify particular rules and procedures suited to the specific needs of the class.

Disturbances that interrupt the learning process must not be permitted by any teacher. When a student believes an issue is very important and a difference of opinion has come about, the student should wait until the end of the period (or seek a mutually convenient time) to discuss the problem with the teacher, unless it pertains to the lesson.

The teacher has the responsibility and authority to maintain order anywhere in the School, particularly, of course, in the classroom. When a student repeatedly disrupts a class or refuses to accept the teacher's authority, that student should be referred to the Superintendent for appropriate action. If a teacher finds it necessary to send a student from a classroom for any reason, the student is to report immediately to the office.

A rule of reason, restraint, and understanding applied to any difficult situation, especially classroom behavior, will go furthest in resolving existing differences.

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DRESS AND GROOMING

The Superintendent, in consultation with staff, shall develop a dress code that complies with Board Policy 5511. The code will delineate what types of clothing or manner of clothing does not comply with Board policy and why such clothing or manner of wear is not permitted.

Any such restriction on students must also apply to all staff so that the leadership of students is by example rather than fiat.

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CARE OF PROPERTY

The guidelines below shall be followed to ensure proper implementation of the Board's policy on school property.

Furniture and Equipment

Furniture or equipment is not to be moved from its assigned location without the permission of the Superintendent.

Students shall operate school equipment only when authorized by the Superintendent or supervising staff member and only if the student has been properly trained in both the operating and safety procedures associated with the equipment.

Personal Property

From time-to-time students and teachers use personal equipment to enrich the educational program. It is the teacher's responsibility to inform the Superintendent so that arrangements can be made for safekeeping of such property. The School is not responsible and cannot obtain insurance to cover such property. All such equipment shall be inspected to ensure its safety for classroom use.

Textbooks

Teachers shall keep a written account of all textbooks issued to students. The accounting shall include the following:

A. name and number of book

B. condition

C. student's name

When textbooks are returned at the end of the school year, they shall be checked against the record.

Parents and adult students shall be liable for any damages to or loss of school property caused by the student.

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ANTI-HARASSMENT

Prohibited Behavior

A. Conduct constituting sexual harassment may take different forms, including, but not limited to, the following:

1. Verbal:

The making of offensive written or oral sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward or by a fellow staff member, student, or other person associated with the School, or third parties.

2. Nonverbal:

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to or by a fellow staff member, student, or other person associated with the School, or third parties.

3. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff member, student, or other person associated with the School, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where inappropriate contact is engaged in the School employees or other adult members of the School community.

B. Conduct constituting harassment on the basis of a Protected Class may take different forms, including, but not limited to, the following:

1. Verbal:

The making of offensive written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry

2. Nonverbal:

Placing offensive objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures based upon a person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry.

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3. Physical:

   Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow staff member, student, or other person associated with the School, or third parties, based upon the person's race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, military status, or ancestry.

C. Examples of inappropriate boundary invasions include, but are not limited to the following:

1. hugging, kissing, or other physical contact with a student

2. telling sexual jokes to students

3. engaging in talk containing sexual innuendo or banter with students

4. talking about sexual topics that are not related to curriculum

5. showing pornography to a student

6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")

7. initiating or extending contact with students beyond the school day for personal purposes

8. using e-mail, text-messaging ~~or~~, websites, or other social media services to discuss personal topics or interests with students

9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval

10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)

11. going to a student's home for non-educational purposes

12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)

13. giving gifts or money to a student for no legitimate educational purpose

14. accepting gifts or money from a student for no legitimate educational purpose

15. being overly "touchy" with students

16. favoring certain students by inviting them to come to the classroom at non-class times.

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17. getting a student out of class to visit with the staff member

18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so

19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues)

20. being alone with a student behind closed doors without a legitimate educational purpose

21. telling a student "secrets" and having "secrets" with a student

22. other similar activities or behavior.

In determining whether alleged conduct constitutes a violation of Policy 5517, the following factors will be considered:

A. the nature of the behavior;

B. how often the conduct occurred;

C. whether there were past incidents or past continuing patterns of behavior;

D. the relationship between the parties involved;

E. the race, national origin, sex (including sexual orientation and transgender identity), disability, age, religious beliefs, height, weight, marital or family status, and ancestry of the victim and in case of genetic information harassment, the genetic information of the student victim;

F. the identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment;

G. the number of alleged harasser(s);

H. the age of the alleged harasser(s);

I. where the harassment occurred;

J. whether there have been other incidents in the school involving the same or other individuals;

K. whether the conduct adversely affected the person’s work or education performance or environment;

L. the context in which the alleged incidents occurred;

M. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution; and

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N. whether a particular action or incident constitutes a violation of Policy 5517 requires a determination based on all the facts and surrounding circumstances.

Content of Compliance Officer's Written Report to the Superintendent

The Compliance Officer's written report to the Superintendent should contain the following information/documentation:

A. name of the alleged victim, and any pertinent information concerning the individual as it relates to the Protected Class(es) involved in the alleged misconduct (e.g., the individual's race, color, national origin, sex (including sexual orientation and transgender identity), disability, religion, ancestry or genetic information), and the same information concerning the person who reported the alleged misconduct (if the reporter was not the alleged victim);

B. the nature of the allegation, a description of the incident, and the date and time (if known) of the alleged incident;

C. the name of all persons alleged to have committed the alleged unlawful harassment or retaliation, if known, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;

D. the names of all known witnesses to the alleged incident, and relevant information concerning them as it relates to the Protected Class(es) involved in the alleged misconduct;

E. any written statements prepared by or on behalf of the reporter, the alleged victim (if different), the accused individuals, and any known witnesses;

F. the outcome of the investigation; and

G. the response of school personnel, and, if applicable, School officials, including the date any incident was reported to local law enforcement or children services.

Revised Guideline Fall 2013

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STUDENT DISORDER

Emergency Procedures for Handling Student Disorder

How effectively the Superintendent handles a disturbance depends frequently upon the speed and type of action which is taken. Hopefully, this plan will assist the Superintendent in making effective and timely responses. The following guidelines will be useful in either preventing student disorder or managing it properly if it occurs.

During any student crisis, the Superintendent shall be in charge of the situation. The Superintendent may be called to advise and counsel but, the Superintendent shall serve as the spokesman during the crisis period.

A. Guidelines for Teachers

1. Be alert to any deviation from normal group behavior.

2. Notify the Superintendent immediately if information is received about a possible demonstration or other student unrest.

3. Conduct classes as usual; the majority of the students will remain in class.

4. Withhold comments about the demonstration until the facts are known.

5. Stand in the corridor at the change of classes and help clear the halls for orderly passage.

6. Be prepared to provide assistance if requested by the Superintendent.

7. If possible, avoid physical contact with students during the time of incidents.

8. In the event of a demonstration, each teacher shall provide the Superintendent with as many names of demonstrators as s/he can identify.

B. Guidelines for Superintendent

1. Serious Disorders

Involve immediate threat to the safety of persons and/or the destruction of property.

a. Telephone the police dispatcher for immediate assistance. Identify yourself by name and official responsibility; quickly and briefly describe the situation and the specific location of the disturbance.

b. Notify the Superintendent's office immediately indicating the nature and size of the disturbance.

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c. Maintain a responsible person on the School communication system and have him/her keep the Central Office administration informed.

d. Advise faculty that classes are NOT to be dismissed unless so ordered by the Superintendent's office. Classes should not be left unsupervised, regardless of number of students present.

e. Notify Superintendents of nearby schools that a disturbance has occurred so that they might be prepared for similar disruptions.

f. If disturbances center around administrative offices, keep doors locked and admit no unauthorized personnel. Provide security measures for files and records.

g. Arrange for a staff member to video tape the disorder and submit the tape to the Superintendent.

h. Instruct custodian to remove all waste paper baskets from the restrooms and halls.

i. Lock outer doors to prevent admission of outsiders. However, check "panic bars" to make sure that doors can be opened from the inside. Make every effort to keep all outsiders not having official business out of the building. Board policy on visitors should be visibly posted. Ask the undesirable persons to leave. If they refuse, call the police immediately.

j. If possible, vacate or make available a room near the scene of the disorder which is large enough to hold all disruptive students. This may become helpful to police if students must be suspended or arrested, permitting greater control of a crowd and its leaders.

k. Limit persons making statements to disruptive students to School administrators or police.

l. Notify key members of the faculty of the impending development.

m. Attempt to determine the cause of the disturbance from student leaders. Student leaders referred to here are not necessarily Superintendents, but "natural leaders" of groups.

n. Ask the students to select four (4) to six (6) representatives to meet with the Superintendent to discuss grievances. Agree upon a time when the student committee will report back to the demonstrators. The demonstrators should be told to return to class until the meeting time is set. The last period of the day might be a suitable time. Ask the student

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leaders to dismiss the group for the next class of the day.

Student committee members should state their grievances and complaints to the Superintendent after the demonstrators have returned to their classes. Possibly a committee of teachers and parents would be advisable as discussions progress.

o. Reconvene demonstrators periodically and indicate that the problems are under study. Student committee members should also report at this time.

p. Set a meeting date for the entire group to reassemble after a designated time for study of the entire situation.

q. Maintain a "log" in which are listed the date, time, and nature of each incident, names of persons involved and description of the action taken.

r. Close School only after every effort has been made to keep it open.

i. If, in the Superintendent's opinion, the School should be closed, only the Superintendent or a designated assistant can authorize the closing of an School.

ii. If the request to close the School is approved, follow administrative guidelines for emergency closings AG 8420.

C. Student Boycott, Sit-Ins or Other Forms of Passive Resistance

This situation assumes that no immediate crisis exists which endangers life or property and that some "lead time" is available.

1. Notify the Superintendent's office immediately indicating the nature and size of the disturbance.

2. Proceed as noted above.

3. If it is determined that the disruptive students should return to their classes or be suspended, the Superintendent should read the statement below to the students involved. Use a bull horn, public address, or other means in the presence of adult witnesses. The adults should be stationed at various locations in the area and be prepared to testify regarding the audibility of the warning:
May I have your attention, please. I am _____, Superintendent, of _____ Academy. As the official representative of the Academy, I would like to make the following statement for your consideration:

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You are being advised that your continued absence from class is disruptive to the orderly educational process of this Academy and in violation of the attendance laws of the State of Michigan. I am, therefore, directing you to return to class at once. Your refusal to comply with this directive could place you in jeopardy of being suspended from Academy. In cases of flagrant or repeated violation of the attendance laws of the State of Michigan, the Board or its designated representative may expel a student. I direct you again to please return to your classes at this time.

4. If it is the normal practice of the School or teachers to require "admission slips" of late students before admitting them to class, the Superintendent should either give such slips to those students wanting to return to class or announce over the public address system that students may be readmitted to class without such written permits.

5. If, after a reasonable length of time (five (5) minutes), the students do not return to class, and if the Superintendent decides that the students should be suspended, the Superintendent should read the statement printed below:

   A short time ago, you were directed to return to class. You have not complied with the directive. You are therefore advised that you are considered to be truant and in violation of the normal rules and regulations of the Academy.

   Your refusal to comply with my directive is a flagrant violation of proper conduct and is premeditated defiance of an Academy official. You are now advised that you are officially suspended from the Academy, as permitted by state law.

   During the time of your suspension from Academy, we request you to remain at home and off the streets during Academy hours and not attend any activities related to Academy. You should now leave the building at once. If you do not leave the building you shall be arrested for trespassing.

6. Follow all suspension procedures as described in AG 5600 and AG 5610.

7. If students trespass, loiter, or remain in the building or upon the grounds of the School against the directions of the Superintendent, s/he may contact law enforcement authorities.

New Guideline Fall 2018

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DRUG PREVENTION

The descriptions listed below may be useful in detecting drug use through observation of student behavior and physical/mental condition.

The Superintendent shall require that the warning notice concerning anabolic steroids is installed and properly maintained in each of the District's locker rooms or athletic dressing areas. This notice must contain the following warning: "Use of a performance-enhancing substance by a student is a violation that will affect a pupil's athletic eligibility and extra curricular participation, as determined by the Board".

INHALANTS

Effects

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates, and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis and/or brain hemorrhage.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	Street Names	Appearances	How Used
Nitrous Oxide	Laughing gas	Propellant for whipped cream	Vapors inhaled
	Whippets	in aerosol spray can Small 8 gram metal cylinder sold with a balloon or pipe (buzz bomb)	
Amyl Nitrite	Poppers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydro-Carbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled

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INHALANTS (continued)

Type	Street Names	Appearances	How Used
Hydrocarbons	Solvents	Cans of aerosol propellants gasoline, glue, paint thinner	Vapors inhaled

CANNABIS

Effects

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial decrease in the heart rate, bloodshot eyes, dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination such as driving a car. Research also shows that students do not retain knowledge when they are high. Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependency and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	Street Names	Appearances	How Used
Marijuana	Pot Grass Weed Reefer Dope Mary Jane Sinsemilla Acupulco Gold Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten Smoked
Tetrahydro-Cannabinol	THC	Soft gelatin capsules	Taken orally Smoked
Hashish	Hash	Brown or black cakes or Balls	Eaten Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-mixed with tobacco

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STIMULANT: COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with un-sterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten (10) seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, and insomnia, loss of appetite, tactile hallucinations, paranoia, and seizure.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Type	Street Names	Appearances	How Used
Cocaine	Coke Snow Flake White Blow Nose Candy Big C Snowbirds Lady	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked
Crack or Cocaine	Crack Freebase rocks Rock	Light brown or beige pellets - or crystallizing rocks that resemble coagulated soap; often packaged in small vials	Smoked

OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

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Type	Street Names	Appearances	How Used
Amphetamines	Speed Uppers Ups Black Beauties Pep Pills Copilots Bumblebees Hearts Benzedrine Dexedrine Footballs Biphetamine	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages
Methamphet-Amines	Crank Crystal Meth Crystal Methedrine Speed	White powder Pills A rock which resembles a block of paraffin	Taken orally Injected Inhaled through nasal passages
Additional Stimulants	Ritalin Cylert Preludin Didres Pre-State Voranil Tenuate Tepanil Pondimin Sandres Plegine Ionamin	Pills Capsules Tablets	Taken orally Injected

DEPRESSANTS

Effects

The effects of depressants are, in many ways, similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in an increased tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

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Type	Street Names	Appearances	How Used
Barbiturates	Downers Barbs Blue Devils Red Devils Yellow Jackets Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue, or red and blue	Taken orally
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally
Tranquilizers	Valium Lubrium Equanil Miltown Serax Tranzene	Tablets Capsules	Taken orally

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six (6) months to a year following prolonged daily use. Mood disorders (depression anxiety and violent behavior) also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. A bad psychological reaction to LSD, mescaline, and psilocybin is common. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

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Type	Street Names	Appearances	How Used
Phencyclidine	PCP Angel Dust Loveboat Lovely Hog Killer Weed	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked - can be sprayed on cigarettes parsley, and marijuana
Lysergic Acid Diethylamide	LSD Acid Dragon White Lightning	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Green or Red Clear liquid	Taken orally Licked off paper Gelatin and liquid can be put in the eyes
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown discs Tablets Capsules	Discs; chewed, swallowed, or smoked Tablets and capsules taken orally

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possible death.

Tolerance to narcotics develops rapidly, and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	Street Names	Appearances	How Used
Heroin	Smack Horse Brown Sugar Jounk Mud Big H Black Tar	Powder, white to dark brown, Tar-like substance	Injected Inhaled through nasal passages
Methadone	Dolophine Methadone Amidone	Solution	Taken orally Injected

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NARCOTICS (continued)

Type	Street Names	Appearances	How Used
Codeine	Empirine, Compound with Codeine Tylenol with Codeine Cough medicines with codeine Codeine	Dark liquid varying in thickness Capsules	Taken orally Injected
Morphine	Pectoral Syrup	White crystals Hypodermic tablets Injectable solutions	Injected Taken orally Smoked
Meperidine	Pethidine Demerol Solution Mepergan	White powder Tablets	Taken orally Injected
Opium	Paregoric Dover's Powder Parepectolia	Dark brown chunks Powder	Smoked Eaten
Other Narcotics	Percocet Percodan Tussionex Fentanyl Darvon Talwin Lomotil	Tablets Capsules Liquid	Taken orally Injected

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotics analogs can cause symptoms such as those seen in Parkinson's disease - uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

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Type	Street Names	Appearances	How Used
Analogs of Fentanyl (narcotic)	Synthetic Heroin China White	White powder resembling heroin	Inhaled through nasal passages Injected
Analogs of Meperidine (narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEAP	White powder	Inhaled through nasal passages
Analogs of Amphetamines and Metham-phetamines (hallucinogens)	MDMA (Ecstacy, XTC, Adam, Essence) MDM STP PMA 2.5-DMA TMA DOM DOB	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages
Analogs of Phencyclidine (PCP) (hallucinogens)	PCP PCE TCP	White powder	Taken orally Injected Smoked

CLUB DRUGS

Methylenedioxymethamphetamine (MDMA)

Slang or Street Names: Ecstasy, XTC, X, Adam, Clarity, Lover's Speed

MDMA was developed and patented in the early 1900's as a chemical precursor in the synthesis of pharmaceuticals. Chemically, MDMA is similar to the stimulant amphetamine and the hallucinogen mescaline. MDMA can produce both stimulant and psychedelic effects. Thylenedioxyamphetamine (MDMA) and methylenedioxyethylamphetamine (MDMA) are drugs chemically similar to MDMA.

MDMA is taken orally, usually in a tablet or a capsule. MDMA's effects last approximately 3 to 6 hours, though confusion, depression, sleep problems, anxiety, and paranoia have been reported to occur even weeks after the drug is taken.

MDMA can produce a significant increase in heart rate and blood pressure and a sense of alertness like that associated with amphetamine use.

The stimulant effects of MDMA, which enable users to dance for extended periods, may also lead to dehydration, hypertension, and heart or kidney failure.

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MDMA can be extremely dangerous in high doses. It can cause a marked increase in body temperature (malignant hypothermia) leading to the muscle breakdown and kidney and cardiovascular system failure reported in some fatal cases at raves. MDMA use may also lead to heart attack, strokes, and seizures in some users.

MDMA is neurotoxic. Chronic use of MDMA was found first in laboratory animals and, more recently, in humans to result in long-lasting (perhaps permanent) damage to the neurons that release serotonin and consequently memory impairment.

Gamma-hydroxybutyrats (GHB)

Slang or Street Names: Grievous Bodily Harm, G, Liquid Ecstasy, Georgia Home Boy

GHB can be produced in clear liquid, white powder, tablet, and capsule forms, and it is often used in combination with alcohol, making it even more dangerous. GHB has been increasingly involved in poisonings, overdoses, date rapes, and fatalities. The drug is used predominantly by adolescents and young adults, often when they attend nightclubs and raves.

GHB is often manufactured in homes with recipes and ingredients found and purchased on the Internet.

GHB is usually abused, either for its intoxicating/sedative/euporiant properties or for its growth hormone-releasing effects, which can build muscles.

Some individuals are synthesizing GHB in home laboratories. Ingredients in GHB, gamma-butyrolactone (GBL) and 1, 4-butanediol, can also be converted by the body into GHB. These ingredients are found in a number of dietary supplements available in health food stores and gymnasiums to induce sleep, build muscles, and enhance sexual performance.

GHB is central nervous system depressant that can relax or sedate the body. At higher doses it can slow breathing and heart rate to dangerous levels.

GHB's intoxicating effects begin 10 to 20 minutes after the drug is taken. The effects typically last up to 4 hours, depending on the dosage. At lower doses, GHB can relieve anxiety and produce relaxation; however, as the dose increases, the sedative effects may result in sleep and eventual coma or death.

An overdose of GHB can occur rather quickly. The signs are similar to those of other sedatives; drowsiness, nausea, vomiting, headache, loss of consciousness, loss of reflexes, impaired breathing and ultimately death.

GHB is cleared from the body relatively quickly, so it is sometimes difficult to detect in emergency rooms and other treatment facilities.

Ketamine

Slang or Street Names: Special K, K, Vitamin K, Cat Vitamin

Ketamine is an injectable anesthetic that has been approved for both human and animal use in medical settings since 1970. About 90 percent of the Ketamine legally sold today is intended for veterinary use.

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Ketamine gained popularity for abuse in the 1980's when it was realized that large doses cause reactions similar to those associated with use of phencyclidine (PCP), such as dream-like states and hallucinations.

Ketamine is produced in liquid form or as a white powder that is often snorted or smoked with marijuana or tobacco products. In some cities, Ketamine is reportedly being injected intramuscularly.

At higher doses, Ketamine can cause delirium, amnesia, impaired motor function, high blood pressure, depression, and potentially fatal respiratory problems.

Low-dose intoxication from Ketamine results in impaired attention, learning ability, and memory.

Rohypnol

Slang or Street Names: Roofies, Rophies, Roche, Forget-me Pill

Rohypnol® (flunitrazeparm) belongs to the class of drugs known as benzodiazepines (such as Valium®, Halcion®, Xanax®, and Versed®. It is not approved for prescription use in the United States, although it is approved in Europe and is used in more than sixty (60) countries as a treatment for insomnia, as a sedative, and as a pre-surgery anesthetic.

Rohyphol is tasteless and odorless, and it dissolves easily in carbonated beverages. The sedative and toxic effects of Rohypnol are aggravated by concurrent use of alcohol. Even without alcohol, a dose of Rohypnol as small a 1 mg can impair a victim for eight (8) to twelve (12) hours. Rohypnol is usually taken orally, although there are reports that it can be ground up and snorted.

The drug can cause profound "anterograde amnesia." Individuals may not remember events they experienced while under the effects of the drug. This may be why one of the street names for Rohypnol is "the forget-me pill" reportedly used in sexual assaults.

Other adverse effects associated with Rohypnol include decreased blood pressure, drowsiness, visual disturbances, dizziness, confusion, gastrointestinal disturbances, and urinary retention.

Methamphetamine

Slang or Street Names: Speed, Ice, Chalk, Meth, Crystal, Crank, Fire, Glass

Methamphetamine is a toxic, addictive stimulant that affects many areas of the central nervous system. The drug is often made in clandestine laboratories from relatively inexpensive over-the-counter ingredients. It is being used by diverse groups, including young adults who attend raves, in many regions of the country.

This drug is available in many forms. Methamphetamine can be smoked, snorted, injected, or orally ingested. Methamphetamine is a white, odorless, bitter-tasting crystalline powder that easily dissolves in beverages.

Methamphetamine is not sold in the same way as many other illicit drugs. It is typically sold through networks, not on the street.

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Methamphetamine use is associated with serious health consequences, including memory loss, aggression, violence, psychotic behavior, and potential cardiac and neurological damage. Methamphetamine abusers typically display signs of agitation, excited speech, decreased appetite, and increased physical activity levels.

Methamphetamine is neurotoxic. Methamphetamine abusers may have significant reductions in dopamine transporters.

Methamphetamine use can contribute to higher rates of transmission of infectious diseases, especially hepatitis and HIV/AIDS.

Lysergic Acid Diethylamide (LSD)

Slang or Street Names: Acid, Boomers, Yellow Sunshines

LSD is a hallucinogen. It induces abnormalities in sensory perceptions. The effects of LSD are unpredictable depending on the amount taken, on the surroundings in which the drug is used, and on the users' personality, mood, and expectations.

LSD is typically taken by mouth. It is sold in tablet, capsule and liquid forms and in pieces of blotter paper that have absorbed the drug.

Typically an LSD user feels the effects of the drug thirty (30) to ninety (90) minutes after taking it. The physical effects include dilated pupils, higher body temperature, increased heart rate and blood pressure, sweating, loss of appetite, sleeplessness, dry mouth, and tremors. LSD users report numbness, weakness, or trembling, and nausea is common.

There are two long term disorders associated with LSD: 1) persistent psychosis and
2) hallucinogen persisting perception disorder (which used to be called "flashbacks").

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RELATIONSHIP WITH GOVERNMENTAL AGENCIES

The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The Superintendent should be advised of any of the following situations as soon as feasible.

A. refusal of a person to leave the School's property after being requested to do so by the appropriate school authority;

B. willful destruction of the School's property, particularly if the School is likely to seek restitution;

C. theft, particularly if items are of value and insurance claims will be filed;

D. obvious crime;

E. arson;

F. assaults or serious fighting, if not controlled or if serious injury results;

G. forgery, if assistance is needed to determine if it is forgery;

H. possession of a dangerous weapon;

I. possession of alcohol or drugs;

J. sale or distribution of controlled substances;

K. blackmail, threatening, or extortion of students or staff members;

L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.;

M. illegal or inappropriate operation of a motor vehicle;

N. child abuse or molestation;

O. mass walkout from or sit-in on the School's property, if not controlled or if property damage or personal injury result;

P. setting off firecrackers, pulling fire alarms, and similar mischief (discretionary, but advised if reoccurring or the situation is getting out of hand);

Q. a student leaving the School's property without permission, a missing person situation, or a self-inflicted injury by a student.

Interrogation Procedures

School officials stand in loco parentis (in place of the parent) in respect to the student. This involves the protection of the due process rights of the student.

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A. All attempts to notify the parents should be diligently documented.

B. Police and other authorities should investigate alleged law violations off of the School's property, if at all possible. The investigation can take place immediately on the School's property at the request of the Superintendent, if the alleged law violation took place on the School's property.

C. When police or other authorities arrive at the School and wish to interview a student or investigate an alleged law violation, they will contact the Superintendent indicating the nature of their investigation and their desire to question a student or students.

D. If the Superintendent concurs that the questioning is appropriate, he/she will send for the student, if applicable, and move him/her to an unoccupied room and remain in the room during the questioning. If the situation involves an alleged law violation, the parents are to be contacted before any questioning takes place. If the situation involves suspected child abuse, the parents will be notified unless the investigator requests no notification.

E. Upon review of the situation with the investigator the Superintendent may attempt to contact the parent and remain in the room during the questioning to ensure that the student's rights are not violated, unless the parent is in attendance. (See also the investigation procedure in AG 8462 Student Abuse).

F. Should a student be taken into custody or removed from the School's premises by the police, the Superintendent must make every effort to notify the student's parents at the earliest possible moment of the removal.

Revised Guideline Fall 2018

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STUDENT DISCIPLINE

The staff and administration shall take a shared role in the establishment and maintenance of appropriate discipline in the School and in the enforcement of the Code of Conduct.

Since it is in everyone's best interests to have parental understanding and support for appropriate student behavior, the parents need to be aware of the following:

A. the Code of Conduct;

B. the School's disciplinary procedures;

C. the process for communicating their concerns to the School;

D. the actions they can take to provide support for proper student behavior and attitudes.

The Superintendent shall also do the following:

A. as the first step in resolving a disciplinary situation, refer any parental concerns about student conduct and discipline to the appropriate teacher.

B. give top priority to counseling with any teacher on a disciplinary situation, when requested;

C. as needed, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies to help the staff use effective discipline;

D. provide for supervision of all school-sponsored activities;

Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit good behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.

B. Plan and conduct learning activities that contribute to the accomplishment of specified objectives and goals, stimulate and encourage application of thought and require students to actively participate. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information, can lead to boredom and indifference -- a seedbed for discipline problems.

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C. Help set the tone for good discipline by modeling the behaviors expected of students.

D. Inform students of the high expectations regarding discipline and persist in their fulfillment.

E. Initiate parental contact where appropriate and necessary.

F. Support school and building administrators in disciplinary matters, and avoid undermining the supervisory guidelines.

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EMERGENCY REMOVAL, SUSPENSION, AND EXPULSION OF STUDENTS

The following factors will be considered prior to suspending or expelling a student for physically assaulting another student or an employee, volunteer or contractor at the School; gross misdemeanor or persistent disobedience; criminal sexual conduct against another student enrolled in the School; possession of a weapon (other than a firearm) in a weapon free school zone; arson or criminal sexual conduct in an School building or on school grounds; pleading to, being convicted of or adjudicated of criminal sexual conduct against another student enrolled in the School; verbally assaulting (as defined in policy) an employee, volunteer or contractor at the School; or making a bomb or similar threat directed at the school property or an school event:

A. the student's age

B. the student's disciplinary history

C. whether the student has a disability

D. the seriousness of the violation or behavior

E. whether the violation or behavior committed by the student threatened the safety of any student or staff member

F. whether restorative practices will be used to address the violation or behavior

G. whether a lesser intervention would properly address the violation or behavior

If the School determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student’s misconduct.

Restorative practices may include victim-offender conferences that

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

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Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying.

A. Emergency Removal

A student may be removed or excluded from a classroom or a school when s/he poses a continuing danger to persons or property or represents an on-going threat of disrupting the educational process taking place in the classroom or the school premises. Such removal must be for a period of less than twenty-four (24) hours without being subject to suspension and expulsion procedures.

If a member of the school faculty removes a student, under his/her supervision, from a classroom or activity, s/he must submit to the Superintendent written reasons for the removal the day the removal occurs.

A hearing must be held by the Superintendent in accordance with the suspension or expulsion requirements depending on the probable outcome of the hearing. The person who caused, ordered, or requested the removal should be present.

Written notice must be provided to the student and the parent as soon as practicable prior to the hearing. If the probable outcome of the hearing is suspension, the hearing procedures applicable to a suspension must be applied. If the probable outcome is expulsion of the student, the hearing procedures applicable to an expulsion must be followed.

B. Teacher Initiated Suspension

A teacher may suspend a student from class, subject, or activity for up to one (1) full school day for certain conduct as specified in the Code of Conduct. The teacher shall immediately send the student to the Superintendent and specify the reason for the suspension as specified in the Student Code of Conduct. The Superintendent may attend upon request of the teacher or parent. The student shall not be returned to the class, subject, or activity that school day without the consent of both the teacher and the Superintendent.

C. Short-Term Suspension

The Superintendent may impose a suspension of up to ten (10) days duration, but shall attempt to notify the student's parents or guardians of the suspension by telephone, as well as send a written notification by e-mail or by regular mail. A copy of the notification shall also be sent home with the student, if practical. The written notice shall include the reasons for the suspension, the date(s) of the suspension and the rights to appeal, enclosing this policy with the suspension notice.

1. Preliminary Hearing

No student may be suspended without a hearing unless a clear and present danger exists, or it is otherwise impossible or unreasonably difficult to hold such hearing. In such instances, the necessary notice and hearing shall follow as soon as practicable.

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The Superintendent shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so that the student has a full opportunity to state why s/he should not be suspended. This preliminary hearing shall be an informal one in which the student is given a chance to respond to the charges and present any witnesses. The student's parents may be informed of the charges and the preliminary hearing if the Superintendent so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible if an emergency prohibits an immediate hearing.

2. Sending a Student Home

Unless the student is an immediate threat to the safety of the school, s/he should remain in the School until class is dismissed for the day. If the situation indicates that the student should be removed from the premises, the Superintendent shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain in school until the School is dismissed.

The Superintendent may forego the previous provision in the event of mass violations of school rules or where it is not possible to keep the student(s) on school grounds and restore order or protect people on school property. In such an emergency situation, the Superintendent shall contact the local law enforcement.

3. Responsibility for School Work

a. For an in-school restriction, credit will be given for all classroom assignments that can be completed during the in-school restriction or as homework.

b. Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school.

Failures shall be given for any classroom work that cannot be attended such as laboratories or skill sessions.

4. Appeal

Suspension of more than one (1) school day but not more than ten (10) school days may be appealed in writing to the Superintendent within two (2) school days of the parents' receipt of the written suspension notice. The written appeal must contain the reason(s) that the suspension is being appealed.

a. The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of the student or of others.

b. Upon review, the Superintendent may uphold the suspension, establish an alternative suspension of lesser severity, or reverse

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the suspension in its entirety. The review may include, but not be limited to, a meeting with the parents if, in the Superintendent's opinion, this is appropriate.

c. The Superintendent will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written request.

d. The decision of the Superintendent may be appealed in writing to the Board within two (2) school days of the parents' receipt of the decision. The Board will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.

e. The Board's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (Policy 5611) by the Board. In such cases, the appeal shall be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

D. Long-Term Suspension and Expulsion

If, in the Superintendent's opinion or as required by statute, the alleged infraction warrants a long-term suspension or expulsion, s/he shall refer the case to the Board of Education and submit the following documentation.

1. the rule(s) alleged to have been violated

2. the charges against the student

3. approximate date of the violation

4. recommendation(s) for long-term suspension or expulsion

5. copy of suspension

6. chronology of disciplinary/corrective actions and witness statements

Upon request, the Superintendent shall also submit:

1. transcript of grades

2. attendance records

3. letter to parents

4. statements from professional staff regarding student's efforts, attitudes, or particular problems

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5. statement from counselor regarding help to student, attempts at remediation or correction, etc.

6. memo requesting a Board hearing

Notice of Hearing

The notice must be provided to the student and the student's parent.

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The court should be informed that the Board has expelled the student and provided the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the School believes that the court should review the circumstances surrounding the expulsion. The School may provide a copy of the public record to the court.

E. Disabled Students

In accordance with Board Policy 5605, a student in Special Education must be referred to the I.E.P.C. and those disabled under 504 must be referred to the Superintendent or designee to determine if the behavior is related to the disability. Its decision will determine the appropriate next steps.

F. Student's Record

A record of a student's suspension or expulsion is to be made a part of his/her permanent record until s/he leaves the school and released in accordance with AG 8330 - Student Records. Days of absence shall be noted in the student's permanent attendance record as an authorized absence because of suspension or expulsion.

G. Waiver

It is the student's prerogative to waive his/her right to a formal hearing. This waiver is to be in writing and signed by both student and parents or guardian. The signatures should be witnessed. Additionally, the student can constructively waive the hearing by simply not availing himself/herself of the opportunity for it, but such waiver cannot be construed before the passage of a considerable period of time, since it operates to close off the student's rights.

Revised Spring 2017; Fall 2018

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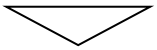
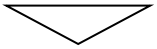
STUDENTS SUBJECT TO EXPULSION, BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION

School requests expulsion



Student claims disability (not previously identified) and that the School had knowledge



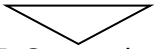
The School is deemed to have knowledge if the following are true:

A. parent has expressed concern in writing (unless the parent is illiterate in English or has a disability that prevents a written statement) to school personnel that the student is in need of special education and related services;

B. behavior/performance of student demonstrates need for services;

C. parent/student has requested an evaluation;

D. student's teacher (or other school personnel) has expressed concern to Director of Special Education, or other personnel, regarding student's behavior/performance.



The School must evaluate and hold I.E.P.C. meeting prior to proceeding with expulsion.

If request for evaluation is made during expulsion period,
Expedited evaluation is performed while student stays
in an educational placement determined by school authorities.

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ALTERNATIVES TO CORPORAL PUNISHMENT

Board policy defines *corporal punishment* as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. School personnel shall not threaten to inflict, inflict, or cause to be inflicted corporal punishment on any student.

Staff members shall not do any of the following:

A. hit, strike, grab, punch, or inflict other bodily pain on a student;

B. restrict a student's movement by binding or tying him/her, unless specified in an IEP;

C. deprive a student of meals, snack, rest, or necessary use of the toilet;

D. confine a student in an enclosed area, such as a closet, locked room, box, or similar cubicle;

E. cause any of the above to occur.

Staff may, however, provide for a time-out area as a disciplinary procedure.

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, these alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The Superintendent or designee has the authority to do the following:

A. deny participation in special school-sponsored activities and/or non-curricular related activities;

B. assign detention, with twenty-four (24) hour notice to parents;

C. assign before-or after-school detention, with twenty-four (24) hour notice to parents;

D. assign out-of-school suspension;

E. lunch time detention;

F. confer with parents on sanctions to be established, at both the School and home, or contractual agreements, whereby the student commits to self-controlling behavior;

G. refer the student to a counselor, a social worker, psychologist, and/or clinical specialists;

H. coordinate school services with social-service agencies such as Public Health, *Social* Services, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the School;

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I. arrange for a proper evaluation under Section 504 or IDEA, if there is reason to believe the student's behavior is related to a disability.

Any of the above alternatives involving disciplinary actions must be conducted in accordance with due process. (See Policy 5611.)

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USE OF PHYSICAL FORCE

School personnel may use reasonable physical force upon a student, if necessary to maintain a safe learning environment. School personnel may also use reasonable physical force upon a student, if necessary to protect the following:

A. a staff member's personal safety;

B. the safety of another staff member or visitor;

C. the safety of the student or other students;

D. school property, from damage or destruction;

E. themselves and others from danger, arising from a dangerous weapon or object in the possession of or control of a student.

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SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS

In general, the objectives of school-sponsored student publications and productions are to:

A. communicate to those who are actively interested in the school – i.e., students, teachers, parents, the administration, alumni, and other members of the school community;

B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;

C. create a wholesome school spirit and to support the best traditions of the school;

D. promote and encourage school-sponsored activities;

E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;

F. create a desire for the best forms of journalism or theatrical production, both in and out of school;

G. record in permanent form the history of the school;

H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board Policy 5722, the following guidelines are applicable:

A. Under those circumstances when the school-sponsored student media is subject to prior review and restraint, the Superintendent designated to conduct the prior review/restraint:

Prior review involves the practice of a school official reading or previewing a student publication/production prior to its publication/performance. Prior restraint involves the practice of a school official - after reading or previewing the material – taking action to modify, inhibit, ban or restrain some or all of the style and/or content of the student publication/production prior to its scheduled publication/performance.

The staff of the student publication/production shall submit the content of the publication/production to Superintendent or designee at least seven (7) school days prior to its scheduled publication/performance. The Superintendent or designee shall read/review the publication/production to verify its style and content are consistent with Board Policy 5722 (e.g. it does not contain unprotected speech) and community standards, and approve it.

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If an article/publication/production is published/performed without being reviewed in advance and approved, the students involved in the unauthorized publication/performance may be disciplined.

The reviewing school official may regulate the style and/or restrict the content of the student publication/production for legitimate pedagogical, school-related reasons. Any such prior review and restraint shall be conducted in a reasonable manner that is neutral as to the viewpoint of the speaker.

The reviewing school official shall notify the affected students at least five (5) school days before the scheduled publication/performance if there are any problems with the style and/or content of the publication/production.

Appeal: If the staff of the student publication/production disagrees with the reviewing official's determination, the staff may appeal the decision to the Board of Education, who retains the final authority to determine whether a school-sponsored student media will be published/performed.

[Comment: The Board could elect to use an Advisory Committee to conduct either an intermediary review or to serve as the final reviewer on appeal. The Committee could consist of students, faculty, administrators and/or relevant professionals from outside the school community. The Superintendent or Board would be responsible for selecting the members of the Committee.]

B. Students who work on school-sponsored student publications/productions shall:

1. endeavor to produce media based upon professional standards of accuracy, objectivity and fairness;

2. review and edit material to improve sentence structure, grammar, spelling and punctuation;

3. check and verify all facts and verify the accuracy of all quotations;

4. comply with all State and Federal laws;

5. determine the content of the student publication/production (if the publication/production has been identified as a limited-purpose public forum);

6. if the student publication/production has been identified as a limited-purpose public forum, in the case of editorials or letters to the editor concerning controversial issues, determine the need for rebuttal comments and opinions and provide space for such comments and opinions;

7. perform with intelligence, objectivity, accuracy and fairness as set forth in the Code of Ethics adopted by the Society of Professional Journalists, Sigma Delta Chi.

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C. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be published/performed. Presentation of facts or ideas is to be based on careful research.

D. Students shall have the right to express their views and attitudes on all issues provided the speech is not: 1) defamatory, libelous, obscene or harmful to juveniles; 2) reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; 3) an infringement upon the privacy or rights of others; 4) a violation of copyright law; 5) a promotion of activities, products or services unlawful (illegal) as to minors as defined by State or Federal law; or 6) otherwise a violation of school policy and/or State or Federal law.

E. Language, pictures, music, or symbols that are obscene, libelous, or protected by copyright and/or trademark are prohibited.

F. Constructive criticism of the School, other institutions, and/or social groups or practices is permitted.

G. A by-line shall accompany every printed article, publication or production.

H. School publications/productions shall not promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or questions submitted at any election.

I. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law; promote the sale of any substance the use of which is prohibited by law (such as drugs and alcohol or of any paraphernalia associated with sex or drugs), any item that would be offensive to a significant population of the school community, or items not in keeping with school purposes or that violate State or Federal law.

J. All school-sponsored student publications and productions are subject to prior review by the class/activity advisor(s). Those who are denied approval for inclusion of materials in school-sponsored student media may appeal to the Superintendent.

K. The following types of student expression are not protected (i.e., such expression is subject to prior review and restraint, and/or disciplinary action subsequent to its publication/performance):

1. Expression that is obscene, harmful to juveniles and/or considered a sex offense under State or Federal law. "Harmful to juveniles" is defined as material or performance describing or representing nudity, sexual conduct, sexual excitement, or sadomasochistic abuse in any form to which all of the following apply:

a. the material or performance, when considered as a whole, appeals to the prurient interest of juveniles in sex;

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b. the material or performance is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for juveniles; and

c. the material or performance, when considered as a whole, lacks serious literary, artistic, political, and scientific value for juveniles.

2. Expression that is defamatory (i.e., speech that is libelous or slanderous). Libelous statements are provably false and unprivileged statements of fact that demonstrate injury to an individual's or business's reputation in the community. If the allegedly false statement involves a "public figure" or a "public official" the statement must be published "with actual malice" to constitute libel (i.e., the speaker knew the statement was false or the speaker published it with reckless disregard of the truth and/or without trying to verify the truthfulness of the statement). If the allegedly false statement involves an individual who is not a public figure or public official, libel occurs if the speaker published the statement willfully or negligently (i.e., the speaker failed to exercise reasonably prudent care when publishing the statement).

3. Expression that will cause or is reasonably likely to cause a substantial disruption of or material interference with school activities or the educational process, and/or an infringement upon the privacy and/or rights of others.

The duties of the faculty advisor and assistant advisor shall be to:

A. serve in a liaison capacity between the publication/production's staff and the faculty and administration;

B. establish criteria and standards by which students can assess the quality of their publication/production and their techniques;

C. instruct members of the publication/production's staff in proper journalistic, literary, theatrical and/or broadcast techniques;

D. advise, suggest, and edit syntax and punctuation when necessary;

E. interpret the foregoing guidelines subject to final interpretation by the Superintendent.

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SEARCH AND SEIZURE

Pursuant to Board Policy 5771, the following guidelines shall be used when school administrators have reasonable suspicion that a student may have evidence in his or her possession that a specific rule or law has been violated:

A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the Superintendent or designee.

   1. or the person in charge of the students while the Principal is out of the School.

B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection, if other than his/her locker, and inform the student that he/she may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The Superintendent or designee shall conduct the search, however, with or without the consent.

C. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.

D. The Superintendent or designee may conduct a student search upon reasonable suspicion of the presence of an illegal or dangerous substance or object or anything contraband under school rules.

E. The Superintendent or designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

F. Whenever possible, the student shall be present at any search of his/her possessions.

G. The Superintendent or designee shall be responsible for the prompt recording of each student search. The record shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them This record shall be kept in a secure location in his/her office.

H. Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the Superintendent or designee shall act with as much speed and dispatch as is required to protect persons and property in the School, while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion

As used in this section, *reasonable suspicion for a search* means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student done any of the following:

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A. has violated or is violating a rule or behavioral norm contained in the Student Handbook;

B. has violated or is violating a particular law;

C. possesses an item or substance that presents an immediate danger of physical harm or illness to students and staff or school property.

Lockers and Other Storage Areas Provided for Student Use

A. All lockers and other storage areas provided for student use remain the property of the School. These lockers and storage areas are subject to inspection, access for maintenance, and search, pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein. (See Form 5771 F1.) In the course of any search, a student's privacy rights will be respected regarding any items that are not illegal or against Board policy. No student shall lock, or otherwise impede access to, any locker or storage area, except with a lock provided by or approved by the Superintendent or designee Unapproved locks will be removed and destroyed.

B. The Superintendent or designee may search student lockers and storage areas and the contents contained therein at any time, for any justifiable reason.

C. The Superintendent or designee may, at any time, request assistance of the local law enforcement agency having jurisdiction over the facilities of the School. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

Desks and Other Storage Areas

A desk (or any other storage area in the School provided for student use) and the contents contained therein may be searched when the Superintendent or designee has reasonable suspicion for a search.

Student

A. The personal search of a student may be conducted by the Superintendent or designee when he/she has reasonable suspicion of a need to search that student. Authorized searches of the student's person are as follows:

1. the student's pockets;

2. purses, briefcases, backpacks, or any other object in the possession of the student;

3. a pat down of the exterior of the student's clothing and the removal of any item identified;

4. removal of an article of exterior clothing such as a jacket.

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B. Strip searches are to be conducted only by law enforcement personnel.

C. Personal searches shall be conducted in a private room by a person of the same gender as the student and designated by the Superintendent or designee At least one (1) but not more than three (3) additional staff members of the same gender as the student being searched shall witness but not participate in the search.

Use of Dogs

The Board has authorized the use of specially-trained dogs to detect the presence of drugs and hazardous devices, such as bombs, on the School's property under the following conditions:

A. The presence of the dogs on the School's property must be authorized, in advance by the Superintendent or designee or be pursuant to a court order or warrant.

B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.

C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

D. The dog will be allowed to examine a student's possessions, including vehicles.

E. The dog may be allowed to examine the School's property, such as lockers, as permitted by the Educational Service Provider/Superintendent. Any limitation as to areas of the School's property to be examined by the dog shall be established by the Superintendent or designee at the time the use of dogs is authorized.

Method of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, correlated items may also exist, the search may be extended. If the initial search produces no evidence of contraband, no extension of the search, based on simple curiosity, will occur.

Items Found

Anything found in the course of a search that may be evidence of a student's violation of the School's rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding, if it is tagged for identification at the time it is seized and kept in a secure place by the Superintendent or designee until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

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POSSESSION OF WEAPONS

Reference: 20 USC 7151

The School prohibits students, staff, and visitors from possessing, storing, making, or using a weapon in any setting under the control and supervision of the School; on the School's premises (including, but not limited to, property leased, owned, or contracted for by the School); school-sponsored activities or events; or in a vehicle used by the School, without the permission of the School Director/Designee.

The term *weapon* means any object that is intended to be used (or is capable of being used) to inflict serious bodily harm or property damage, as well as endanger the health and safety of persons. Weapons include, but are not limited to, firearms; guns of any type, including air and gas-powered guns (whether loaded or unloaded); knives; razors; clubs; electric weapons; metallic knuckles; martial arts weapons; ammunition; and explosives.

Any student with reason to believe another person has or will violate this guideline shall immediately report that belief to the Superintendent or the supervisor of the activity. The report should include as much detail as possible concerning the person(s) involved: e.g., the weapon, the location of the person(s), and how this information was obtained.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to, and including, expulsion.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person, if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

The Superintendent or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon, in accordance with AG 5771, Search and Seizure, or contacting the local police department for assistance.

Any interaction with the person should have as its primary objective the safety and welfare of people in the area, rather than obtaining possession of the weapon.

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STUDENT GOVERNMENT

Board of Director's Policy 5820 authorizes and encourages the formation of a student government organization, subject to the following guidelines:

A. The organization, operation, and scope of the student government shall be defined in a written constitution, developed through effective student participation with selected advisors from the school staff, and approved by the Superintendent or designee

B. The student government organization shall function with respect to the provisions of its constitution and bylaws.

C. The Superintendent or designee shall ensure that all students have the right to vote and hold office in their student government organization.

D. The decisions of the student government organization shall not be influenced by the faculty and administration, but should be subject to review by the Superintendent to assure compliance with the purpose of the student organization.

E. The student government organization shall be responsive to the needs and interests of all students and shall conduct open meetings to assure maximum involvement of all students.

F. Students shall have the right to, and should be encouraged to, recommend guidelines for their own conduct.

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STUDENT FUND-RAISING

The following guidelines are to be followed for any activity that involves fund-raising by and from students of the School.

In any fund-raising activity involving students, the following conditions must be met:

A. Minimal instructional time is to be used to plan, conduct, assess, and/or manage a fund-raising activity, unless such an activity is part of an approved course of study.

B. Fund-raising activities conducted on the School's premises are not to interfere with the conduct of any other activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.

C. Student participation in fund-raising activities conducted by school-related groups, of which they are not members, must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her academic work and other school responsibilities.

D. No student, of any age, may participate in out-of-school fund-raising activities, without proper supervision by approved staff or other adults.

E. In accordance with Board policy, each fund-raising activity must be approved by the Superintendent. (See Form 5830 F1.) To be approved, the group leader or advisor is to submit a proposal, in advance of the event, so all fund-raising efforts may be coordinated and avoid being a burden or nuisance to students, faculty, parents, or the community.

F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the Superintendent and signed by the staff member in charge, who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise that is unsold and resalable can be returned for full credit. The School will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit.

G. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for.

H. Upon completion of a fund-raiser, a final report is to be submitted to the Superintendent or designee. (See Form 5830 F3.) The report should state the following:

1. amount of money projected and amount of money raised;

2. any differences between the planned activity and the actual activity;

3. any problems that occurred and how resolved;

4. when and where funds were deposited;

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5. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected, and the disposition of any unsold items.

I. No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.

J. Fund-raising activities will not be permitted if they interfere with the School's educational program on nutrition.

K. No house-to-house canvassing is allowed by any student for any purpose related to the School.

L. In a fund-raising activity, if students provide a service in return for money (e.g., a car wash), a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also ensure the safety and well-being of the students and the property of both the purchaser and the owner of the site.

M. For any fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs, that involves the sale of food items and/or beverages to students that will be consumed on the School campus (any area of property under the jurisdiction of the School that is accessible to students during the school day) during the school day (the period from the midnight before, to thirty (30) minutes after the end of the official school day), the food items and/or beverages to be sold shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards. Fund-raisers also include giving away food items or beverages but suggesting donations.

Revised Fall 2014

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STUDENT SOCIAL EVENTS

The following guidelines shall be used to conduct all social events of the School:

A. Faculty advisors to the School's organizations will ensure that social events are adequately chaperoned, in keeping with Board policy. Other members of the staff shall cooperate with the advisors.

B. Chaperones must be present at all social events. The number needed shall be determined by the Superintendent. In addition, the police, student-community relations persons, and security aides may be present.

C. Social events are restricted to current students and their guests, if prior approval of the guests' attendance has been given by the Superintendent.

D. Advisors and officers of organizations sponsoring dances or other social events must create an efficient checking system in both the boys' and girls' lavatories. Negligence on the School's part invites adverse public criticism.

E. Chaperones must be present prior to the designated time so that students are not gathering without adult supervision.

F. Any police officers should be instructed by the advisors to maintain watch of the outside and to be available, especially in the entrance area.

G. Students who leave the event are not to be readmitted, unless granted permission by the person in charge.

H. Chaperones will circulate among the people present at the event to ensure proper behavior and to locate any persons under the influence of alcohol and/or drugs who may have gained entrance.

Intoxicated students or students causing trouble should be handled promptly, using the following procedure:

A. Identify any or all of the students involved.

B. Obtain one (1) or two (2) witnesses.

C. Call the police.

D. If trouble or drinking is caused by people outside of the School, call the police at once.

E. If possible, do not do the following:

1. get involved in arguments;

2. challenge anyone to prove that he/she is not drinking.

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F. Definitely do not make any definitive statements such as, "He is drunk," "She is a troublemaker," or "You are under the influence of _____."

1. Do begin your statements with phrases such as the following:

a. "It would appear that _____";

b. "It seems that _____".

G. Students should be suspended only if they are guilty, either through admission or observation. The Superintendent should use discretion in all cases.

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6000 FINANCES

6220	Budget Appropriations Preparation
6320A	Purchasing
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6423	Use of Credit Cards
6605	Crowdfunding
6620	Petty Cash Funds

Revised Fall 2016; Spring 2019

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BUDGET APPROPRIATIONS PREPARATION

The budget is formulated under the direction of the Superintendent or designee. Using a cooperative budgeting system, selected staff members develop throughout the year a list of items for implementing the instructional program and/or for day-to-day operations that they wish to include in the next budget. Prior to the start of the budget preparation process, the Superintendent or designee will prepare a Timetable for Budget Preparation by which the preparation, review, and approval will take place.

At the beginning of each budget year, the Superintendent or designee will estimate the costs of school-wide operations, such as staff, building maintenance, capital improvements, etc., and will determine the total allocation for each operating department.

The proposed expenditures and anticipated revenues in the budget shall be supported by explanatory schedules or statements of sufficient detail to judge their validity, including a statement that summarizes the aggregate of revenues, appropriations, assets, and liabilities of each fund, in balanced relations.

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PURCHASING

Purchasing - General Provisions

A. All purchases shall be made by purchase order, processed through the Superintendent or designee.

B. The Superintendent or designee shall be the contracting agent for all financial obligations.

C. The Superintendent or designee shall be responsible for encumbering the funds as soon as the purchase order has been issued.

D. A verbal financial commitment may be made only for emergencies or when it is impossible or impractical to precede the purchase with a purchase order. Before such a commitment is made, however, the Superintendent or designee shall be contacted for prior approval and for a purchase order number. In all such cases, a purchase order shall be issued as soon as possible after the commitment is made.

E. Employees are forbidden to use the name of the School, any discounts provided the School, or any other means for associating a personal purchase with the School. Employees are to make clear to any supplier from whom they are purchasing an item that it is a personal purchase by the employee and is not associated with the School. Failure to abide by this provision could lead to disciplinary action.

F. Confirming purchase orders will be honored only in cases cited in the above paragraph.

G. Ongoing commitments, such as service contracts and leases, should be renewed annually, in writing, at the renewal date.

H. Blanket purchase orders for goods or services are valid only for the time period and amount indicated on the purchase order. Extension of the commitment beyond that time and/or amount shall be confirmed by a new purchase order. Blanket purchase orders must be approved by the Superintendent or designee before they are issued.

I. Purchases of contracted services shall be negotiated either verbally, by a Request for Proposal, or through the bid process, as determined by the Superintendent.

J. The Superintendent or designee will determine the most appropriate method of obtaining prices for items or groups of items that are not subject to formal bidding procedures.

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PROCUREMENT – FEDERAL GRANTS/FUNDS

Contracting with Small and Minority Businesses, Women's Business Enterprises

The School shall take affirmative steps to provide that minority businesses and women's business enterprises are used when possible.

Such affirmative steps shall include:

A. placing qualified small and minority businesses and women's business enterprises on solicitation lists;

B. assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;

C. dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;

D. establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;

E. using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

F. requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in this guideline.

Definitions

Small Business - A small business is a privately owned company in the legal form of a corporation, partnership, or sole proprietorship. The SBA defines a small business as one that typically makes a maximum of $750,000 – $38.5 million in annual revenue and has less than 100 – 1,500 employees, depending on industry.

Minority and Women’s Business Enterprises - A Minority Business Enterprise (MBE) is an American term which is defined as a business which is at least fifty-one percent (51%) owned, operated and controlled on a daily basis by one (1) or more (in combination) American citizens of the following ethnic minority and/or gender (e.g. woman-owned) and/or military veteran classifications:

A. African American

B. Asian American or Pacific Islander (includes West Asian Americans (India, etc.) and East Asian Americans (Japan, Korea, etc.))

C. Hispanic American - Persons with origins from Latin America, South America, Portugal and Spain (SBA.gov)

D. Native American, including Aleuts

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E. Hasidic Jew

F. Service-Disabled Veteran Owned a.k.a. SDVBE (Service Disabled Veteran Enterprise), a.k.a. DVBE (Disabled Veteran Business Enterprise) which became a Federally certified classification in 1999, subsequent to the passage legislation by the United States Congress through the enactment of The Veterans Entrepreneurship and Small Business Act of 1999 (The Act); legislation that was further expanded by Congress in 2001.

MBE's can self-identify, but are typically certified by a city, State or Federal agency.

New Guideline Spring 2019

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USE OF CREDIT CARDS

The Board of Education recognizes the convenience and efficiency afforded by the use of School credit and/or debit cards. Such cards, however, shall not be used in order to circumvent the general purchasing procedures established by State law and Board policy. As such, employees are required to abide by the following guidelines when using an School credit card.

A. All credit cards issued to and in the name of The Greenspire School shall be held and supervised by the Superintendent

B. Board member(s) and administrative staff may use credit/debit cards only in connection with Board-approved or school-related activities and, in accordance with established, pre-approved single purchase limits, monthly spending limits, fund availability, and the appropriation of a particular building or department budget, grant provision, or student activity purpose clause.
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C. Credit/Debit cards may be used to purchase only single items goods and services up to the amount approved by the Board.

D. Subject to the discretion of the Board and the approval of the Superintendent, credit/debit cards may be used for eligible goods and services including:

1. transportation reservations and expenses;

2. conference registrations;

3. hotel reservation guarantees and expenses;

4. reasonable meal expenses (both in-town and out-of-town), excluding alcoholic beverages, since the purchase of such beverages clearly fails to serve a valid and proper public purpose;

5. purchases from vendors who do not accept purchase orders or vouchers, with prior approval from the Superintendent;

6. safety and security reasons in connection with a student field trip, competition, and/or other activity or event, if monies are budgeted and deposited with the Business Office in advance;

7. other purchases approved by the Superintendent on a case-by-case basis.

Credit cards shall not be used for personal purchases or expenditures not allowed under this guideline. In particular, credit cards shall not be used for expenses that are not incurred in connection with Board-approved or School-related activities, are not for the benefit of the School, and do not serve a valid and proper public purpose. Use of credit cards in an unauthorized or illegal manner may result in revocation of credit card privileges, disciplinary action Inappropriate or illegal use of the credit card and/or failure to strictly comply with the limitations and requirements set forth in the administrative guidelines may result in a loss of

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credit card privileges, disciplinary action, up to and including termination, personal responsibility for any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase Additionally, any officer or employee of the Academy who knowingly misuses a credit card account is guilty of the criminal offense of misuse of credit cards. Violations will be reported to the appropriate law enforcement authorities and any applicable licensure board(s).

Use of the Academy credit card for any cash withdrawal transaction is strictly prohibited.

When appropriate, the user may be required to pay any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase.

A. Employees requiring the use of a School credit/debit cards shall submit a written request for such cards from the Superintendent.

B. Each request for use of a School credit/debit card shall contain the following:

    1. date needed

    2. date to be returned

    3. purpose

    4. authorization

C. The School is a nonprofit political subdivision of the State of Michigan. Tax exemption forms shall be utilized and are available at the Superintendent's office.

D. When using a School credit/debit card, employees shall:

    1. Inform merchant that the purchase is for "official School business" and is not subject to State or local sales tax. However, if the merchant fails to waive the tax, the employee shall pay it. For large purchases where the merchant refuses to waive the tax, the employee shall present a tax exemption form.

    2. Maintain credit cards in a secure fashion and prevent unauthorized charges to the account.

    3. Maintain sufficient documentation of all purchases, including, but not limited to, charge receipts, original cash register slip or other detailed receipt, and invoices.

    4. Provide documentation of all purchases to the Superintendent in a timely manner to ensure prompt payment.

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5. Immediately notify his/her immediate supervisor and the Superintendent if the card is lost or stolen.

6. Refrain from allowing anyone else to use the credit/debit card or account number.

7. Refrain from splitting the costs of an invoice or purchase in order to circumvent the credit/debit card process and established, pre-approved single purchase limits, monthly spending limits, and/or funds availability.

E. When using the card for over-the-counter purchases:

1. Identify the purchase needed and determine funds availability.

2. Determine if the purchase amount is within his/here pre-approved single purchase limit. If yes, proceed to the next step. If no, check with his/her supervisor for details on how to proceed.

3. Provide the merchant with the School card and inform the merchant that the purchase is for “official School business” and is not subject to State or local sales tax. If the merchant refuses to waive the sales tax, the employee shall pay it.

4. Retain receipts, including cash register and credit/debit card charge slip.

5. Give receipt and supporting documentation to the Superintendent.

F. When using the School card for telephone orders:

1. Identify the purchase needed and determine fund availability.

2. Determine if the purchase amount is within his/her pre-approved single purchase limit. If yes, proceed to the next step. If no, check with his/her supervisor for details on how to proceed.

3. Contact the merchant and place the order.

a) Provide the merchant with the School card and inform the merchant that the purchase is for “official School business” and is not subject to State or local sales tax. If the merchant refuses to waive the sales tax, the employee shall pay it.

4. Provide merchant with all pertinent information, including the name of the Cardholder, shipping address, etc.

5. Upon arrival of merchandise, inspect and verify order accuracy, quality, and price and retain shipping documents and receipts received with the merchandise.

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6. Give all related documents to the Superintendent, but retain copies of invoices and receipts for two (2) years.

G. When using the School card for Internet orders:

1. Identify the purchase needed and determine availability of funds.

2. Determine if the purchase amount is within his/here pre-approved single purchase limit. If yes, proceed to the next step. If not, check with his/her supervisor for details on how to proceed.

3. Locate the merchant's Web site and place the order.

4. In purchasing goods and/or services, enter card number and expiration date only if the site indicates it is using secure software for collection of data. Indicate that the purchase is tax exempt if the Web site does not automatically recognize that the purchase is tax exempt.

5. Provide all pertinent information to supplier, including the name of the Cardholder, shipping address, etc. Note: employee shall print out the electronic confirmation and include it with the transaction documentation, particularly when downloading a product from the internet.

6. Upon arrival of merchandise, employee(s) shall inspect and verify order accuracy, quality, and price and retain shipping documentation received with merchandise.

7. Give all related documents to the Superintendent, but retain copies of the order and confirmation for two (2) years.

H. After use, School credit/debit cards are to be returned to the Superintendent, along with appropriate receipt copies of all charges upon completion of any approved use.

I. Employees, when possible, shall include an original cash register slip or other detailed receipt (e.g., a receipt from a restaurant, itemizing all purchases made) and the receipt copy of all charges. In addition, employees shall include shipping documents and receipts received with the merchandise.

J. Employees shall specify the following information on the back of the receipt:

1. a brief description of the School-related purpose of the purchase;

2. the names and affiliation of each attendee, if a purchase is made on behalf of a group or individuals.

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3. Verification that family members, or other individuals having no School-related purpose for their attendance, paid their own expenses.

K. Failure to return School credit/debit cards and/or receipts within the above-referenced time period may result in the suspension of credit/debit card privileges and/or charges being deemed unrelated or unsubstantiated.

1. Employees shall be responsible for any and all unrelated or unsubstantiated purchases and shall be required to make full reimbursement to the School within thirty (30) business days.

2. If an employee(s) reimburses the School for an unsupported purchase, that reimbursement shall be documented in the monthly credit/debit card reconciliation.

L. The Superintendent will keep a record/activity log of all credit/debit card uses and review and approve all purchases to verify that the expenses are incurred in connection with Board-approved or school-related activities, are for the benefit of the School, and serve a valid and proper public purpose prior to disbursing public funds for payment of such expenses.

1. Any and all reviews and approvals must be evidenced by the Superintendent's initials and/or signature.

2. In addition to evidencing review and approval of the purchase, the School Administrator should immediately send all questionable items to the employee, who purchased the item, for explanation. These explanations shall be approved by the employee's immediate supervisor and the School Administrator prior to payment of such expenses. If the employee reimburses the School for a questionable purchase, such reimbursement shall be documented in the monthly credit/debit card reconciliation.

3. Upon review and approval, all appropriate documentation shall be forwarded to the Superintendent.

M. Upon receipt of the appropriate documentation, credit card expenditures will be paid through the Business office.

N. The Superintendent or designee will monitor the credit card account(s) and reconcile all credit card accounts on a monthly basis.

O. If the employee is terminated or resigns, then s/he must return the credit card and remain responsible for any inappropriate use.

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CROWDFUNDING

The following procedures must be complied with for all crowdfunding campaigns that are conducted or overseen by Board of Directors employees for activities that relate to or are undertaken as a part of their job assignments. These procedures do not apply to crowdfunding campaigns that a staff member may pursue for non-School related activities, in which case the employee's affiliation with the School may not be referenced and School resources may not be used. Staff members are prohibited from using the School's or School's name or any identifying features unless the staff member fully complies with the procedures outlined below. School employees acting as private individuals shall not represent themselves as agents of the School.

Crowdfunding Platform Approval

Crowdfunding websites or services that a staff member intends to use for a School-affiliated crowdfunding campaign must be approved in advance of such use by the Superintendent. Such websites must contain terms and conditions that are acceptable to the Board and consistent with Board policy and applicable laws and regulations. In determining whether to approve a specific crowdfunding service, the Superintendent shall take into consideration whether the website specializes in or has special expertise or experience in managing crowdfunding campaigns involving educational institutions. The Superintendent may also consider the amount of fees charged by the service to host/run the crowdfunding campaign, including any penalties associated with the failure of the campaign to reach its established target. For services that have 501(c)(3) designation, the underlying organization must affirm that it files all appropriate reports, including required registrations, with applicable governmental entities in states where donors reside. Staff members may only use websites/services that send the donated funds and/or purchased items directly to the School, and not the staff member.

An approved crowdfunding site/service shall:

A. prohibit cash or equivalent payments to School personnel;

B. protect the privacy of students in accordance with State and Federal law, and Board policy;

C. provide individual unit/item cost and inventory reporting on the materials and supplies shipped to the School;

D. track the shipment and delivery of materials to verified public schools with notification to the Superintendent;

E. require the materials and supplies to become property of the School, in accordance with Board policy;

F. require subsequent documentation of the project's educational benefit; and

G. provide dedicated reporting for School officials regarding the funds raised by, and the materials delivered to, verified public schools.

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Applications & Pre-Approval of Content

Prior to beginning a campaign and making the initial posting of the project on an approved crowdfunding site, the staff member must submit and obtain approval of an application to the Principal that includes the following information:

A A budget for the project that the campaign will be raising the funds or supplies and equipment for, and a description of how the project will be administered. If salaries are included, applicable fringe benefits must also be listed.

B. A copy of any narratives that will be utilized in order to solicit the funds on the website along with any photos that the staff member wants to use on the crowdfunding site. When describing the purpose of the crowdfunding project, staff members are prohibited from identifying specific students and/or their areas of disability or need. Additionally, postings should in no way state or imply that the funds and/or equipment/supplies received through the crowdfunding campaign are necessary in order for students to be appropriately served and educated. Any photos and any information contained in the narratives must protect student privacy and comply with FERPA.

As such, in order for students' names and/or images to be utilized (which is discouraged), the staff member must obtain written authorization from the students' parents/guardians. Such authorization must be included with the application.

C. Postings that describe the purpose and rationale for conducting the crowdfunding campaign may not negatively reflect upon the School, its programs and services, its staff, or its students.

D. All postings – including any photos and information contained in the narratives - must comply with applicable State and Federal student privacy laws, including the FERPA and IDEIA.

E. Postings may not include identifiable student images; staff should limit pictures to empty classrooms, the staff member, and/or photos of students when the students are not identifiable (e.g., the back of their heads or hands).

F. A copy of the biographical information or personal profile that will be utilized by the staff member on the crowdfunding site.

G. Confirmation that the funds raised and/or the items purchased by the crowdfunding site will go directly from the crowdfunding site to the Principal of the school that will be benefitted by the funds/items.

H. Staff shall confirm that sought after technology resources align with the School's technology plan and requirements.

I. A description of any rewards, perks, or thank you gifts that will be provided

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to donors, including the cost and source of the reward, perk or thank you gift.

J. If feasible, the staff member shall include in the posting a link to this Board policy/guideline.

The Principal will review the application along with the text that will be utilized in any crowdfunding materials to verify the proposed project and posting (1) will not create any legal liabilities, (2) complies with Board policy and guidelines, and (3) does not violate State and Federal laws and regulations. The Superintendent should pay particular attention to verify the posting does not infringe on student privacy rights and intellectual property laws.

If a Superintendent identifies an issue that may have legal implications, he/she is required to notify the Superintendent so that the School's legal counsel may be consulted prior to the Superintendent rendering a decision on the proposal or posting.

The Superintendent shall have final decision-making authority on granting permission for a crowdfunding proposal or posting.

Once the project and its materials are approved, the posting may be submitted to the crowdfunding site and the campaign commenced.

Staff members may use School Technology Resources to carryout approved crowdfunding activities.

Staff members may only work on crowdfunding activities during the work day with written permission from their Superintendent.

Unless required by the Fair Labor Standards Act, staff members are not entitled to additional compensation for their work on crowdfunding campaigns.

Campaigns will be limited in duration, as set forth in the application.

When the project is approved, the staff member/sponsor will provide the Superintendent with any information needed for the School to receive donated funds directly from the crowdfunding site. The staff member is responsible for verifying that the crowdfunding site is a charitable organization (i.e., a 501(c)(3) entity listed on Charity Navigator and have a 3-star rating or better) so that contributions to it are tax-deductible to the donors. If the entity selected is not a 501(c)(3) organization, the staff member must include in the posting a clear statement that donations to the fundraising project are not guaranteed to be tax-deductible and that donors should take individual action, including consulting with a tax professional, to determine their tax obligations and/or consequences of their donation.

The School is not responsible for the tax benefits and/or consequences of the donation. Under no circumstances will the School issue documentation to donors to the crowdfunding site concerning the tax implications of any donations to the site.

The staff member must keep the Principal informed of the status of the campaign as it progresses and at its conclusion.

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The staff member is responsible for then making sure any awards, and/or appropriate recognition are sent to the appropriate donors.

Once the funds or supplies/equipment purchased by the crowdfunding site with the proceeds of the campaign are received, they will be made available to the staff member for the express purpose of fulfilling the stated purpose of the project. The staff member, in conjunction with the Principal, is responsible for making sure any funds received are used for the express purpose for which they were raised; the employee must submit to the Principal documentation of any expenditures of the funds, including any purchases made with those funds. Such documentation must be submitted within ten (10) days of the expenditure. All funds raised and materials donated are considered the property of the School and shall remain in the School in the event the staff member who ran the crowdfunding campaign terminates his/her employment with the School.

Cash or equivalent payment to School personnel is prohibited. All fiscal transactions shall comply with appropriate Board policies.

A staff member who violates this policy/guideline is subject to disciplinary action.

New Guideline Fall 2016
Revised Spring 2019

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PETTY CASH FUNDS

The following guidelines are to govern the use and control of petty cash funds:

A. Petty cash may be used to pay for materials, supplies, and expenses that are needed immediately, are considered to be usual and legitimate expenses of the School, and involve less than $100.00 for any one (1) item.

B. A Petty Cash voucher (Form _____) is to be completed each time a disbursement is made. The invoice, bill, or sales slip is to be signed by the person making the purchase and attached to the voucher. Each voucher is to be numbered sequentially.

C. A Petty Cash Report (Form 6620 F1) is to be completed, signed by fund custodian, and filed with the Superintendent or designee when the fund needs to be replenished.

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7000 **PROPERTY**

7230	Public Gifts to the School
7310	Disposal of School Property
7430	Safety in the School
7440	Facility Security
7440.01	Video Surveillance and Electronic Monitoring
7440.03	Small Unmanned Aircraft Systems
7450	Inventory Procedure
7510A	Use of the School's Facilities
7510B	Supervision of Rented Facilities
7530A	Security Procedures for Technology Resources (as defined in Bylaw 0100)
7540	Computer Technology and Networks
7540.01A	Personal Use of the School's Technology Resources
7540.01B	At-Home Access to the School's Technology
7540.02	Web-Content and Functionality Specifications
7540.03	Student Technology Acceptable Use and Safety
7540.04	Staff Technology Acceptable Use and Safety
7540.05	Proper Use of School-Issued Staff E-mail Account
7540A	Staff and Student Training Regarding the Internet

Revised Fall 2014; Spring 2015; Spring 2016; Fall 2017; Spring 2018

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PUBLIC GIFTS TO THE SCHOOL

Gifts or donations presented to the School must be accompanied by a letter, from the donor, for official action and recognition by the Board of Education.

To be acceptable, a gift or donation must have a purpose consistent with the purpose of the School, must be offered by a donor who is acceptable to the Board, and must become School property.

In addition, a gift or donation must not result in the following:

A. begin a program that the Board would be unwilling to take over when gift and grant funds are exhausted;

B. bring undesirable or hidden costs to the School;

C. place restrictions on the School;

D. be inappropriate or harmful to the educational program of the School or to students;

E. imply endorsement of any business or product;

F. be in conflict with any provision of the General School Laws or public laws.

A letter of appreciation shall be sent to the donor.

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DISPOSAL OF SCHOOL PROPERTY

The Superintendent or designee shall have the authority to approve the disposal of property (materials, equipment, furnishings, etc.

The person in charge of each facility or program shall be responsible for the identification of property no longer needed for the proper operation of the School. Each is to develop a plan for the proper disposal of such obsolete property.

The plan shall be submitted to the Superintendent or designee who shall approve or disapprove the plan. He/She has the responsibility to ensure the plan meets all requirements of State law, administrative guidelines of the Department of Education, administrative guidelines of all agencies that may have an interest in the property, and the intent of the Board in disposing of school property.

A record is to be maintained of all property disposed of under the provisions of this administrative guideline, including the fair market value of the property. A summary of such transactions shall be made available to the Board on a quarterly basis.

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SAFETY IN THE SCHOOL

The desired outcomes of the School's safety program are as follows:

A. regularly-scheduled inspections of building and grounds to identify and correct potentially hazardous conditions;

B. quality tools, implements, machines, and vehicles that meet safety standards in normal usage;

C. equipment that is in compliance with State safety standards in all respects;

D. regularly-scheduled equipment servicing and maintenance to ensure safe and efficient operation;

E. provision of approved protective devices to minimize personal injuries.

Responsibility

The Superintendent or designee shall be responsible for compliance with the Federal/State regulations and for maintaining communication with the Division of Occupational Safety and Health (MOSHA).

The safety plan should be in accordance with recommendations provided by the State and should include the following:

A. Hazard Inspection

A hazard inspection of all areas in which employees work or participate (See Form 7410 F4). If a hazard is identified, the Superintendent or designee shall select the appropriate Personal Protection Equipment (PPE) for the employee, communicate the selection to the employee, and ensure the employee wears the PPE after receiving the proper instruction. (See Form 7430 F4.)

B. Fire and Tornado

(See AGs 8420 - Emergency Procedures and 8420A - Severe Weather and Tornado Warnings.)

1. Fire exits must be inspected daily to ensure each is ready for prompt and orderly egress.

2. Fire extinguishers must be inspected annually and tagged when inspected. The Superintendent or designee shall be notified when fire extinguishers have been discharged and need to be recharged or replaced.

3. The systems for giving fire and tornado alarms are to be checked at least annually to ensure that each is functioning properly.

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C. Protective Devices and/or Clothing

1. Personal Protective Equipment (PPE) shall be used by all students, teachers, and visitors when participating or observing courses involving the use of hazardous substances.

D. Safety Education

1. Tools and equipment shall be used for instructional purposes only, and the teacher shall be fully responsible for ensuring that each is used safely and is kept in proper working order, including any safety features.

2. Applicable courses of study shall include instruction in accident and fire prevention and in safety education.

3. All personnel who are required to use Personal Protective Equipment (PPE) will be properly trained so they can confirm that they understand how to wear, use, maintain, and dispose of the PPE. Each employee must complete Form 7430 F4 prior to completion of the training. Such training shall be provided upon employment or at the beginning of the school year prior to the employee's exposure to the hazard.

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FACILITY SECURITY

A. Distribution of Keys

Master facility keys will be distributed by the Superintendent or designee. Only those staff members who are responsible for the operation of a particular space shall receive a key. Each of those staff members are responsible for limiting further distribution only to those persons who have established a definite need for keys in order to fulfill their assignments.

In general, staff members shall be provided only the key to the space(s) they use and to other areas in which they have a legitimate responsibility. The Superintendent or designee will maintain a file of master keys. Any unauthorized person found to have a master key or a duplicate in his/her possession shall be held in violation of this guideline.

B. Security

In order to be properly protected against theft:

1. staff members are expected to obtain room, desk, and closet keys from the school office at the beginning of the school term;

2. no money or valuables are to be left in the room;

3. at no time shall students be given keys for their use;

4. staff members must keep possession of their keys;

5. staff members should secure valuables at all times;

6. classroom doors should be kept locked when the classroom is empty;

7. prior to leaving school each day, staff members must close windows and lock doors to their rooms;

8. staff members are responsible for the equipment and supplies in their classrooms or offices. Should any items "disappear", the Superintendent or designee must be notified immediately;

C. Central Alarm System

Each staff member shall be provided the appropriate entry and exit procedures when s/he receives authorization to enter School facilities when the facilities are closed. A list of authorized persons is to be maintained by the Superintendent or designee.

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VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

Purpose and Scope

This guideline governs the implementation of video surveillance and electronic monitoring systems on school property, and in school buildings and school buses. This guideline also addresses staff members' use of portable video cameras on school property for security purposes.

Board Policy 7440.01 and this guideline do not apply to School and parentally-created video recordings of school events (e.g., plays, music performances, athletic contests, graduation, Board meetings), video recordings used for instructional purposes and made with the consent of all parties recorded, video recordings made of individual teachers for the purpose of improving classroom instruction, or surveillance (covert or otherwise) undertaken by law enforcement officers.

Definitions:

A. Covert Surveillance – surveillance conducted by means of hidden devices, without notice to the individuals being monitored.

B. Personally Identifiable Information – all information about a student other than directory information, which is defined in 20 U.S.C. 1232g(a)(5)(A)

C. Video Recording – a videotape, CD, DVD, disk, hard drive, or other device used to store information (whether in printed format, on film, by digital/electronic means or otherwise) from a video surveillance/electronic monitoring system.

D. Video Surveillance/Electronic Monitoring System – a video, physical, or other mechanical, electronic or digital surveillance/electronic monitoring system or device that is permanently installed and enables continuous or periodic video recording, observing or monitoring of individuals on school premises, and in school buildings and school buses. **( )** This includes an **( )** audio device, thermal imaging technology or any other component associated with recording the image of an individual.

E. Portable Video Cameras – portable video cameras that may be carried by an individual and/or body-worn video cameras.

Approval

Before a video surveillance/electronic monitoring system is installed in a school building or on school premises, the building principal must provide to the Superintendent a report describing the circumstances that indicate the necessity of having surveillance at the site (e.g., the safety and property concerns). The report should outline the less intrusive/invasive means that have been considered and the reason why they are not effective. The report should also identify proposed locations of the video surveillance/electronic monitoring equipment and whether portable video cameras will be used.

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Placement of Video Surveillance/Electronic Monitoring Equipment

The building principal, subject to review by the Superintendent, is responsible for authorizing the locations where video surveillance/electronic monitoring equipment is installed and operated. The building principal must approve any changes in the locations of the equipment.

Video surveillance/electronic monitoring equipment may not ordinarily be used inside a classroom, laboratory, or other area utilized as a classroom or study space. Absent extraordinary circumstances, video surveillance/electronic monitoring equipment may not be operated in areas where there is a reasonable expectation of privacy by staff or students and where appropriate confidential or private activities/functions are routinely carried out (e.g., rest rooms, locker rooms, private offices, conference/meeting rooms, and/or staff lounges.) Any exception to this rule must first be authorized by the Superintendent on the grounds that no other supervision option is feasible and that the need is pressing and outweighs the privacy interest of the students or other persons likely to be observed.

Video surveillance/electronic monitoring equipment must be installed in a way that it only monitors those spaces that have been identified as requiring video surveillance – i.e., video cameras should not be directed to look through the windows of adjacent buildings, or onto adjacent property. Viewing areas off-campus, into neighboring property, into vehicles, or into any other areas where there is a reasonable expectation of privacy is prohibited. Absent express written authorization from the Superintendent, no sound is to be monitored or recorded in connection with the video surveillance/electronic monitoring system.

Security staff and administrators are authorized to carry and use portable video cameras when responding to incidents.

Notice of Surveillance

Parents will be informed whenever a school decides to install video surveillance/electronic monitoring systems.

Students, faculty, and staff must be informed at the beginning of each year that the school is using video surveillance/electronic monitoring equipment to observe, monitor and/or record the behavior and activity of all persons on school property or grounds, or participating in school functions.

Each building or area in which video surveillance/electronic monitoring system is occurring shall have clearly written signs posted at conspicuous locations informing persons that the buildings and grounds may be under video surveillance. Signs shall be conspicuous enough in size so that a reasonable person would be able to view the contents of the sign and have reasonable and adequate warning that surveillance is, or may be, in operation. The signs must provide contact information of the building principal or a designated staff person who is responsible for answering questions about the video surveillance/electronic monitoring system. Signs in alternate languages shall be provided when there is a known significant parent or student population which is not able to read English. Any exception to the Notice requirement, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interests of the persons likely to be observed. Covert surveillance may not be authorized on an ongoing basis.

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Operation of Video Surveillance/Electronic Monitoring Equipment

Video surveillance/electronic monitoring equipment may be used to monitor and/or record behavior and activity of all persons on school property or grounds.

Although constant, real-time monitoring may not always be possible, it is expected that video images will be monitored on a scheduled basis.

Real-time viewing shall be limited to the building principal or his/her designees (e.g., security personnel, other administrators, and secretarial staff responsible for providing visitors with access to the building). Under certain circumstances, the building principal or Superintendent may allow local law enforcement to view the School's real-time video surveillance/electronic monitoring feeds. Circumstances warranting a review should be limited to instances where an incident is reported/observed or to investigate a potential crime or violation of Board Policy or the Student Code of Conduct.

If information is not viewed for law enforcement, school or public safety purpose – it should be routinely erased according to a standard schedule (i.e., they may be maintained for a period of seven (7) calendar days). If information is viewed for law enforcement, school or public safety purposes, it must be retained for a minimum of one (1) year. Prior to destruction of it, the building principal should contact the Superintendent and/or Board Counsel.

The Superintendent or designee is responsible for the proper implementation and control of video surveillance/electronic monitoring system installed and operating in all buildings and premises. A periodic audit by the Superintendent or designee of random images from the video surveillance/electronic monitoring system shall be conducted to verify that the equipment is operating properly and has not been blocked, moved or altered and that the images captured by the system are not inclusive of areas prohibited by this guideline or Board policy.

Only a designated employee or agent of the Board can install and operate video surveillance/electronic monitoring equipment. The Superintendent or designee is responsible for adhering to a strict maintenance program – including image refocusing and lens cleaning where surveillance/electronic monitoring equipment is installed.

Use of Video Recordings

Information obtained through video surveillance/electronic monitoring shall be used exclusively for the purpose set out in policy – i.e., to enhance security for students, staff and visitors, and to assist in the detection and deterrence of criminal activity (theft/vandalism) and/or violations of Board policy or the Student Code of Conduct. Video recordings may be used by the Board/administration as evidence in any legal or disciplinary actions, and for inquiries and proceedings related to law enforcement. The video surveillance system/electronic monitoring will not ordinarily be used to monitor staff performance, but any evidence unintentionally obtained through its general use may be used in internal employment or labor-related investigations. Information shall not be retained or used for purposes other than those sanctioned by Board policy.

Any remote monitoring system must protect the integrity of the video surveillance system and include a system utilizing passwords or other identifiers to gain access. Monitoring shall only be conducted by authorized School administrators and designees (e.g., police officials). Likewise, network connected systems must not be openly accessible on the Internet; rather, they must be operated behind the School's firewall and password protected.

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Misuse or abuse of the video surveillance/electronic monitoring system shall not be tolerated and will be addressed on a case-by-case basis by the Board and Superintendent.

Viewing of Recordings

Authorized users of video surveillance/electronic monitoring system shall be approved by the Superintendent or building principal. Only individuals with a legitimate educational interest in the video recording shall be designated as authorized users. As such, video recordings may only be viewed by the building principal/designee or individual authorizing the video surveillance/electronic monitoring systems installation, by parents and students (see below), or School staff with a direct involvement with the recorded content of the specific video recording, or employees or agents responsible for the technical operation of the system (for technical purposes only) or law enforcement personnel in accordance with the provisions stated above.

Authorized users shall receive training regarding proper use of the video surveillance/electronic monitoring system equipment, rules regarding privacy, and Board policy. Authorized users shall restrict system use to that for which it is intended (i.e., maintenance of individual safety and property conservation).

Video recordings will be viewed by authorized users on a random basis and/or when problems are brought to the attention of the building principal or another administrator.

Video monitors used to view video recordings should not be located in a position that enables public viewing.

Any student (or parent of a minor student), employee or member of the public that is recorded by a video surveillance/electronic monitoring system has a general right of access to review the video if it will not result in or constitute an unauthorized release of another student's personally identifiable information. Access to an individual's own personal information may depend upon whether any other confidential or privileged information can be reasonably severed. Confidential or private information can be reasonably severed from the recording for viewing purposes if the School is able, without undue hardship or expense, to utilize a copy of the recording and digitally "black out" or "blur" the images of the other individuals who appear on the video. The original recording may not be altered in any manner. If an employee or student is facing any disciplinary action, s/he may authorize his/her (union) representative or other advocate to also view the video recording.

An individual may be refused permission to review a video recording where to allow it would:

A. be an unreasonable invasion of a third party's personal privacy;

B. give rise to a concern for the safety of a third party;

C. constitute an unauthorized disclosure of student personally identifiable information under State and/or Federal law; or

D. interfere with or compromise a law enforcement investigation/matter.

If an individual is prohibited from reviewing a video recording, the building principal will view it and report to the person what is contained on the recording.

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Retention, Secure Storage, Access to and Disposal of Video Recordings

Video recordings, when not is use, shall be stored in a locked, fire resistant cabinet or room, in an area to which students and the public do not normally have access. The recordings must be clearly and properly labeled and entered into a storage log.

Access to and viewing of video recordings is limited to authorized personnel. The building principal is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The building principal shall approve requests for access to recorded and stored video images. The building principal may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, and incident involving property damage or loss, or for other reasons deemed appropriate.

All video recordings to be taken off-site must be signed out by the requestor and the building principal. When returned, the requestor who originally signed the recording out and the building principal shall sign the recording back in. Generally duplicate copies of requested video will be all that is allowed out of the building. All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board Counsel. Release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board Counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Video surveillance/electronic monitoring recordings shall be retained, stored and destroyed, including storage log books, pursuant to the School's Records Retention Schedule.

Video recordings, scheduled to be destroyed must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved (e.g., shredding, burning, magnetically erasing the personal information).

Covert Surveillance

Because covert surveillance is highly privacy-invasive, it may only be used as a last resort in limited case-specific circumstances, and in a time-limited manner (i.e., it must be the only available option under the circumstances and the benefits derived from the personal information obtained far outweigh the violation of privacy of the individuals observed).

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SMALL UNMANNED AIRCRAFT SYSTEMS

Reference:
86 FR 4314
14 CFR 107

A staff member or administrator authorized by the School Leader to operate a small Unmanned Aircraft System ("sUAS") on property owned or leased or contracted for by the Board of Directors must maintain a Remote Pilot Certificate issued by the Federal Aviation Administration (FAA) and must familiarize themselves with and comply with all rules set forth in 14 C.F.R. Part 107 and 86FR 4314.

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and 86 FR 4314, which are summarized, in part, in this administrative guideline, may result in loss of authorization to operate a sUAS on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination for an employee and expulsion for a student.

Definitions

Control station is an interface used by the remote pilot to control the flight path of the drone.

Small unmanned aircraft ("drone") is an unmanned aircraft weighing less than fifty-five (55) pounds on takeoff, including everything that is on board or otherwise attached to the aircraft.

Small Unmanned Aircraft System ("sUAS") is a drone and its associated elements (including communication links and the components that control the drone) that are required for the safe and efficient operation of the drone in the national airspace system.

Unmanned aircraft is an aircraft operated without the possibility of direct human intervention from within or on the aircraft.

Visual observer is a person who is designated by the remote pilot in command to assist the remote pilot in command and the person manipulating the flight controls of the sUAS to see and avoid other air traffic or objects aloft or on the ground.

Eligibility Criteria

In order to be eligible to obtain a Remote Pilot Certificate for a sUAS, a person must:

A. be at least sixteen (16) years of age;

B. be able to read, speak, write, and understand the English language (if a person is unable to meet one (1) of these requirements due to medical reasons, the FAA may place operating limitations on the applicant's certificate);

C. not know or have reason to know that the person has a physical or mental condition that would interfere with the safe operation of a sUAS; and

D. demonstrate specified aeronautical knowledge.

Operator Requirements

An operator (i.e., remote pilot) shall possess proper certification and shall maintain any document, record, or report required to be kept by Federal regulations. The operator must also comply with FAA registration requirements. The operator must, upon request, allow the FAA Administrator to make any test or inspection of the drone, the remote pilot in command, the person manipulating the flight controls of a sUAS, and, if applicable, the visual observer to determine compliance with Federal regulations. Other than the remote pilot in command, no person shall manipulate the flight controls of a sUAS unless that person is under the direct supervision of a remote pilot in command and the remote pilot in command has the ability to immediately take direct control of the drone's flight.

An operator shall report immediately any incident or accident involving injury or damage to any property to the School Leader. Additionally an operator must report to the FAA, within ten (10) calendar days, any incident or accident involving serious injury to any person, any loss of consciousness, or damage to any property, other than the drone, unless the cost of repair (including materials and labor) does not exceed $500 or the fair market value of the property does not exceed $500 in the event of total loss.

Condition for Safe Operation

No person may operate a sUAS unless it is in a condition for safe operation. Prior to each flight the operator must check the sUAS to verify it is in a condition for safe operation. The operator must discontinue use of a sUAS if it is no longer in a condition for safe operation.

Medical Condition

No person may operate a sUAS or otherwise participate in the operation of the drone if the person has a physical or mental condition that would interfere with the safe operation of the sUAS.

Remote Pilot in Command

A remote pilot in command must:

A. be designated before or during the flight and is responsible for the operation of the drone;

B. ensure that the drone will pose no undue hazard to other people, aircraft, or property in the event of a loss of control of the drone;

C. have the ability to direct the sUAS to ensure compliance with Federal regulations; and

D. ensure that the operation of the sUAS complies with all applicable Federal regulations.

Hazardous Operation

The operator shall not operate a sUAS in a careless or reckless manner.

The operator shall be responsible for the drone at all times and must ensure that it poses no undue hazard to other people, aircraft or property during its operation.

The operator shall not cause anything to be dropped from the drone that creates an undue hazard to persons or property.

In-flight Emergency

If an in-flight emergency occurs that requires immediate action, the remote pilot in command may deviate from any operating rule in order to meet the emergency. If the remote pilot in command deviates from an operating rule, the remote pilot in command must, upon request from the FAA Administrator, send a written report of the deviation to the FAA Administrator. Unrelated to whether the FAA Administrator requires a report, the remote pilot in command must also submit a written report to the School Leader concerning the incident, including what occurred, what actions the remote pilot in command took during the incident (including any rules that the remote pilot in command deviated from), and why the remote pilot in command took those actions.

Operation from a Moving Vehicle or Aircraft

Except as expressly permitted by Federal regulations, no person may operate a sUAS from a moving vehicle or aircraft.

No Alcohol or Drugs

No person may operate or assist in the operation of a sUAS while under the influence of alcohol or drugs.

Night Operation

No person may operate a sUAS during night unless:

A. The remote pilot in command has completed FAA-approved training for night operations and maintains recurrent training requirements.

B. The small unmanned aircraft is equipped with lighted anti-collision lighting visible for at least three (3) statute miles that has a flash rate sufficient to avoid a collision.

Visual Line of Sight

The remote pilot in command, [and] the visual observer (if one is used), and the person manipulating the flight control of the sUAS must be able to see the drone throughout the entire flight in order to:

A. know its location;

B. determine its attitude, altitude, and direction of flight;

C. observe the airspace for other air traffic or hazards; and

D. determine that the unmanned aircraft does not endanger the life or property of another.

Use of a Visual Observer

If a visual observer is used during the operation of a drone, all of the following requirements must be met:

A. remote pilot in command, the person manipulating the flight controls of the sUAS, and the visual observer must maintain effective communication with each other at all times;

B. remote pilot in command must ensure the visual observer is able to see the drone; and

C. remote pilot in command, the person manipulating the flight controls of the sUAS, and the visual observer must coordinate their efforts to scan the airspace where the drone is operating for any potential collision hazard and maintain awareness of the drone's position through direct visual observation.

Operation of Multiple Aircraft

No person may operate or participate in the operation of more than one (1) drone at a time.

Hazardous Materials

No drone may carry hazardous materials.

Location of Operation

No person may operate a drone so close to another aircraft so as to create a collision hazard. The person operating the drone must comply with all applicable right-of-way rules.

No person may operate a drone over a human being unless that human being is directly participating in the operation of the drone or located under a covered structure or inside a stationery vehicle that can provide reasonable protection from a falling drone or the drone complies with one (1) of the following category requirements:

A. Category 1 small unmanned aircraft are permitted to operate over people, provided the small unmanned aircraft:
    1. weighs 0.55 pounds or less, including everything that is on board or otherwise attached to the aircraft at the time of takeoff and throughout the duration of each operation;

    2. contains no exposed rotating parts that would cause lacerations;

    3. is compliant with Remote ID capability to broadcast identification and location information about the drone and its control station.

B. Category 2 small unmanned aircraft are permitted to operate over people, provided the small unmanned aircraft:

    1. weighs more than 0.55 pounds, does not have an airworthiness certificate under part 21, and meets maximum force impact requirements;

    2. contains no exposed rotating parts that would cause lacerations;

    3. is compliant with remote ID capability to broadcast identification and location information about the drone and its control station.

C. Category 3 small UAS have greater maximum force impact potential and have further operating restrictions. A remote pilot in command may not operate a small unmanned aircraft over open-air assemblies of human beings. Additionally, a remote pilot in command may only operate a small unmanned aircraft over people if:

    1. the operation is within or over a closed or restricted access site and all people on site are on notice that a small UAS may fly over them; or

    2. the small unmanned aircraft does not maintain sustained flight over any person unless that person is participating directly in the operation or located under a covered structure or inside a stationary vehicle that can provide reasonable protection from a falling small unmanned aircraft.

D. Category 4 operation allows small unmanned aircraft issued an airworthiness certificate under part 21 to operate over people, so long as the operating limitations specified in the approved Flight Manual or as otherwise specified by the Administrator do not prohibit operations over people. Additionally, no remote pilot in command may operate a small unmanned aircraft in sustained flight over open-air assemblies unless the operation is compliant with Remote ID. To preserve the continued airworthiness of the small unmanned aircraft and continue to meet a level of reliability that the FAA finds acceptable for operating over people in accordance with Category 4, additional requirements apply.

    Note: Sustained flight over an open-air assembly includes hovering above the heads of persons gathered in an open-air assembly, flying back and forth over an open-air assembly, or circling above the assembly in such a way that the small unmanned aircraft remains above some part of the assembly. 'Sustained flight' over an open-air assembly of people in a Category 1, 2, or 4 operation does not include a brief, one-time transiting over a portion of the assembled gathering, where the transit is merely incidental to a point-to-point operation unrelated to the assembly.

No person may operate a drone in any manner that interferes with operations and traffic patterns of an airport, heliport, or seaplane base. Further, no person may operate a drone in certain designated airspaces without authorization from Air Traffic Control. Similarly, no person may operate a drone in prohibited or restricted areas unless that person has permission from the using or controlling agency.

Preflight Familiarization, Inspection

An operator must conduct a preflight inspection that includes an assessment of the operating environment and any risk to persons and property in the immediate vicinity both on the surface and in the air, including:

A. local weather conditions;

B. local airspace and any flight restrictions;

C. the location of persons and property on the surface; and

D. other ground hazards.

The operator must also ensure that all persons participating in the drone operation are informed about the operating conditions, emergency procedures, contingency procedures, roles and responsibilities, and potential hazards.

Additionally, the operator must verify that all controls (i.e., the control links between the ground control station and the drone) are working properly, that there is sufficient power to operate the drone for the intended period of operation, and that any object attached to or carried by the drone is properly secured and does not adversely affect the flight characteristics or controllability of the aircraft.

Operating Limitations

The drone shall not exceed eighty-seven (87) knots (100 miles per hour).

The drone's altitude cannot be higher than 400 feet above ground level, unless the drone is:

A. flown within a 400-foot radius of a structure; and

B. does not fly higher than 400 feet above the structure's immediate uppermost limit.

The minimum flight visibility, as observed from the location of the control station, must be no less than three (3) statute miles. (Flight visibility means the average slant distance from the control station at which prominent unlighted objects may be seen and identified by day and prominent lighted objects may be seen and identified by night.)

The minimum distance of the drone from clouds must be no less than 500 feet below the cloud and 2,000 feet horizontally from the cloud.

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Adoption Date:
Classification:
Revised Dates: **New Guideline Fall 2022;**

INVENTORY PROCEDURE

General Procedure for Consumable Inventory

In order for the School to meet the requirements for preparing GAAP (Generally Accepted Accounting Procedures) basic financial statements, an annual inventory must be conducted of consumable supplies and materials on hand at fiscal year end, June 30th.

The Physical Inventory Area Supervisor for each building/department will be the Superintendent or designee, as appropriate.

Inventory sheets will be provided by the Superintendent's office and will include the following information:

A. Date

B. Department

C. Item Description

D. Part #/Catalog #

E. Quantity

F. Unit Cost

G. Extended Cost

H. Grand Total Cost

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USE OF THE SCHOOL'S FACILITIES

Applications

Any organization or individual desiring to use the School's facilities shall complete an application (7510 F1) and submit it to the Superintendent for approval.

In no case will those who have been granted permits assign, transfer, sublet, or charge a fee to others for the use of the School's property.

Ineligible Users

Groups or persons will not be granted permits when the request is for activities in conflict or competition with the School's programs or not authorized by Board policy.

Regulations

A. Users must take reasonable steps to ensure orderly behavior and will be responsible for paying for all damage associated with their use of the facility or equipment.

B. The School reserves the right to request payment of estimated fees in advance.

C. Use of tobacco is prohibited. All users are responsible for complying with this regulation.

D. Alcoholic beverages and controlled substances will not be permitted on the School's property at any time.

E. Decorations must be fireproof and shall be erected and taken down in a manner not destructive to the School's property. Decorations are subject to the approval of the building administrator. The use of open flames, such as candles, is permitted only with written permission from the fire marshal.

F. The user shall be fully responsible for all loss or damage to the School's property, including property of students and employees.

G. Requests for school-owned equipment are not included in the direct or indirect costs and shall be charged based on request and type of equipment.

H. The use of any materials on floors or other parts of the building is strictly prohibited without specific approval in writing from the building administrator.

I. Use of stages, furniture, and equipment must be arranged in advance. Set-up and clean-up may be performed by members of the group using the facility, provided the responsible persons are listed on the application. Additional custodial services required for work not done satisfactorily will be paid for by the using group. Arrangements must be made with the building administrator for use of any special or extra equipment. Extra compensation paid employees for moving, operating, or supervising special or extra equipment will be charged to the using group.

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J. Use during summer vacation, on holidays, or during other vacation periods shall not conflict with building cleaning and renovating programs and will depend on the availability of building service personnel for supervision.

K. No unauthorized methods of obtaining funds, including any form of gambling, is permitted in the School or on the School's grounds.

L. Responsibility for enforcement of rules and regulations concerning use of the School's facilities rests with the user group, and any infractions of the above regulations may be grounds for refusing to grant subsequent requests for the use of these facilities.

M. Corridors, exits, and stairways must be free of obstructions at all times. Exits are to be lighted when facilities are in use. Members of the audience or spectators must never stand or sit so they block exits, stairways, or aisles.

N. The School will not be responsible for any loss of valuables or personal property.

O. Flyers, booklets, or other printed or audio-visual materials may not be distributed unless they relate directly to the activity for which the School's facility is being used.

P. Skateboards and other like equipment that constitute a safety hazard to students shall not be allowed on the School's premises at any time.

Fee for use of the School's Buildings will be negotiated by the Superintendent or designee.

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SUPERVISION OF RENTED FACILITIES

Supervisors are responsible for the enforcement of all rules and procedures regarding the use of the School's facilities.

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SECURITY PROCEDURES FOR TECHNOLOGY RESOURCES (as defined in Bylaw 0100)

Identification

A. Each School Technology Resource shall have a label that states the School's name and an identification number.

B. The Superintendent/Technology Coordinator shall maintain a records of the identification number, serial number, model, etc. for each School Technology Resource.

C. The Technology Coordinator shall maintain up-to-date software licenses and related records concerning software/applications used in the School, including the course or program in which it is used.

Use of School Technology Resources

School Technology Resources, regardless of whether they will be used on School property or off the School's premises must be checked out through the School office. (See 7530A F1.) School Technology Resources shall not be used for the purpose of copying materials in violation of copyright laws. (See AG 2531.)

The person signing the request Form 7530A F1 is responsible for the condition of the School Technology Resource until it is checked back in.

Students are not to use School Technology Resources without first receiving appropriate training.

In special circumstances, students may be allowed to use School Technology Resources without supervision, when the teacher in charge deems it appropriate and the student has proved himself/herself responsible.

Where an exceptional instructional need is demonstrated, permission to use School Technology Resources off School's premises shall be granted by the Superintendent.

Exceptional instructional needs include, but are not limited to, the following:

A. increasing teachers' proficiency in the operation of equipment or enlarging knowledge of particular software/application necessary for classroom instruction;

B. producing/preparing instructional materials or classroom lessons;

C. developing new or additional applications of the School Technology Resources;

D. allowing students to do homework assignments or self-tutoring.

Inventory and Repair of School Technology Resources

All School Technology Resources will be inventoried at the end of each school year. The

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Superintendent shall maintain an accurate inventory of all the School Technology Resources. The inventory will also be maintained in the academy or department in which they are located.

If a School Technology Resource requires repair, it will be sent to the School office. An "out for repair" file is to contain information, detailing the characteristics of the problem, date the repair was requested, and the repairer. Subsequently, repair information, including type of repair, date repaired, and the cost, shall be recorded and filed in the School office.

Report of Loss

If any School Technology Resources is lost, the Superintendent shall be notified. The Superintendent may notify police, if deemed appropriate. A complete inventory of all other School Technology Resources located in the same area as the lost items shall be taken. Inventory records for all missing equipment/software shall be kept in a separate file for use in giving information to the police and/or the insurance company.

Revised Guideline Spring 2018

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COMPUTER TECHNOLOGY AND NETWORKS

The Superintendent or designee shall be responsible for the management of the Board's technology system and for making the arrangements for any networks which may be used to enhance the educational program and/or operations of the School.

S/He shall be responsible for implementing the guidelines established for program development (AG 2210 through AG 2252), the selection of materials and equipment (AG 2521A), and the School's purchasing guidelines (AG 6320). In addition, the Superintendent or designee shall make sure that the appropriate agreement Form 7540.04 F1 or Form 7540.03 F1 is complete for each staff member and student who will have access to Board technology and any networks.

All tentative agreements with networks or technology agencies are to be submitted to the Superintendent for review and approval. Any agreements or contracts that exceed the policy or statutory limits for purchase of goods or services must be presented to the Board for acceptance.

It is essential that staff members and students be provided the following information concerning the use of the Internet. This can be done through written guidelines, professional development seminars, faculty and student meetings, and introductory remarks at the beginning of a course in which the Internet may be used.

A. Use of the Internet is to be related to one or more courses of study.

B. The Internet is not to be used by staff or students for discriminatory or unlawful purposes, including harassing or hazing any individual or group.

C. Use of the Internet for recreational or personal purposes is prohibited without prior approval.

D. All student use of the Internet is to be supervised by a staff member or approved volunteer who has signed the Staff Network and Internet Acceptable Use and Safety Agreement Form 7540.04 F1.

E. Prior to disseminating information across the Internet about a student such as name, address, or other identifying data including pictures, signed parental permission forms must be on file.

F. Because of the vast amount of information that can be retrieved from the world-wide network, teachers are responsible for training students to use proper research skills when retrieving information. It is inappropriate, costly, and a waste of valuable instructional time for staff and/or students to download large quantities of information that has not been checked ahead of time for accuracy, relevancy, and probable usage. It may be helpful, therefore, for teachers to conduct some controlled exercises with students on how to differentiate between web-sites that are "attractive but superficial or irrelevant" from those that are attractive, substantive, and relevant.

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G. Staff members need to have back-up plans or contingency procedures in place for times when the Internet may not be accessible. Since the Internet is primarily a data-gathering mechanism, alternative sources for needed data should be available so that students can accomplish the purpose of the instruction within the established time period.

H. Students and staff must not use any School provided technology including the Internet and other information and communication technologies such as e-mail, cell phone and pager text messages or instant messaging to harass, haze, disparage, or defame any individual or group.

I. Student and Staff Network and Internet Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1, that students and staff members must sign prohibits the use of the Internet for unethical purposes or to obtain information that could be considered obscene, pornographic, or unsuitable for children. If a question of interpretation arises concerning the definition of these terms, the building principal shall have the authority to determine whether the web site is appropriate. Prior to accessing or allowing access to information that the staff member is unsure about, s/he should consult with Superintendent or designee.

J. As students and/or staff members complete projects which reflect unusual and creative applications of technology, the projects should be shared with the public so that proper publicity can be created as appropriate to the project. It is essential that the Student and Staff Network and Internet Acceptable Use and Safety Agreements, Form 7540.03 F1 and Form 7540.04 F1, address the issue of the proprietary rights related to web site design concerning web sites and/or pages hosted on the Board's servers.

K. Students shall be advised as to appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as cyberbullying awareness and response. Issues such as sending personal information, pictures, text or other material with sexual content (sexting), shall be addressed with students.

L. Staff shall only use e-mail, texting, instant messaging, social networking, chat rooms or similar types of communications for school related purposes. Such school related purposes must be done on the School's networks and supplied equipment, to assure appropriate contacts. Excessive contact with students without any clear educational purpose is prohibited, unless there is a family or other legitimate relationship justifying the amount and nature of the content.

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PERSONAL USE OF THE SCHOOL'S TECHNOLOGY

The following guidelines govern staff member's personal use of School Technology Resources (as defined in Bylaw 0100) either at school or while at home for school purposes. These guidelines also govern students' personal use of School Technology Resources while at home. Except as authorized herein, no personal, that is non-school, use of School Technology Resources may be made by any student at any time.

A. Form 7540.01 F1 - Permission to Use/Import Software is to be submitted to the Superintendent or designee before any staff member may bring personal software is used and/or installed on School Technology Resources. In addition, the staff member must provide either the licensing agreement from the manufacturer or a proof of purchase. The staff member must also confirm to the Superintendent or designee that he/she reviewed and analyzed the content of the software, using the criteria established in Form 2521 F1 - Rating Non-School Instructional Materials, and rated it no higher than "2" on any of the four criteria. The staff member should retain a copy of the form. Form 7540.03 F1 and Form 7540.04 F1 must address the issue of the proprietary rights related to the design of any website, pages, services, or apps hosted on Board owns or School- affiliated servers or that are created/developed during work as a part of an employee's job responsibilities (staff) or as a class assignment (student).

B. Either a staff member or a student may start a project using Board-owned software (or personal software) and produce a copy of the project or document. Ordinarily, the Board will not provide Board-owned software for use on a personal communication device (PCD) (as defined in Bylaw 0100) owned by a staff member or student. When the project is completed, the staff member should notify the Superintendent or designee to find out whether or not the Board wants to keep a copy for reference or for use by others. No staff member or student should expect to retain any proprietary rights related to the design or content of any website, pages, services or apps hosted on Board-owned or School-affiliated servers or that are created during work as a part of an employee's job responsibilities (staff) or as a class assignment (student).

C. Prior to making a copy of or using any Board-owned software, a staff member or student should contact the Superintendent or designee to find out if any licensing agreement is associated with that software and, if so, if the license allows the staff member or student to load the material on or access that product/service through his/her personal computer. If reproduction is allowed, the staff member or student is to complete a check-out form (see Form 7540.01 F2) in which he/she agrees to make only one (1) copy, only for personal use, and not for use by others. If the license does not allow this, then no copy is to be made.

D. Before accessing School Technology Resources, including the Internet or School network(s), staff members and students must sign the applicable Student or Staff Technology Acceptable Use and Safety Agreement, Form 7540.03 F1 or Form 7540.04 F1. All student use of the Internet must be under the supervision of a staff member or approved volunteer

E. Neither staff members nor students are to use School Technology Resources for recreational, personal, discriminatory, or unlawful purposes, but only for purposes related to the Board's educational mission and goals, program or to operational needs.

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F. Each staff member and student will be issued a password for use with School Technology Resources, provided the individual agrees not to share the password with others. The existence of a password does not guarantee confidentiality or privacy, and the Board retains the right to use any person's password to monitor the type of use that is being made of the School Technology Resources.

G. With regard to personal email, staff members may use their School-issued e-mail account to send and/or receive personal messages, providing the following conditions:

1. such use is limited to non-duty time.

2. such use does not involve the conduct of any personal, discriminatory, or unlawful business (including commercial purposes, advertising, and political lobbying).

H. Use of all other School Technology Resources shall be in accord with AG 7530 - Personal Use of the School's Equipment/Supplies/Facilities.

Revised Guideline Fall 2017

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AT-HOME ACCESS TO THE SCHOOL'S TECHNOLOGY

The Board will allow staff members and students access the School's technology and the Internet through the use of home computers, in accordance with the following guidelines:

A. The amount of Internet access time the Board will allow is unlimited**.**

B. The Board will not provide help-desk support.

C. Access is available at no charge**.**

D. The Board will not be responsible for the following:

1. any content that a home-user may access through the Internet;

2. any virus that a home-user may obtain, while accessing the Internet through the School's technology;

3. any copyright violations that may be incurred while accessing the Internet through the School's technology;

4. loss of or damage to any equipment of the home-user.

E. The Board will not allow a home-user to establish personal email accounts through the School's technology.

F. The Superintendent or designee is responsible for creating a Network and Internet Acceptable Use and Safety Agreement Form which clearly states that when a person uses the School's technology to create a Website or page hosted on Board servers, he/she acknowledges that the Board is entitled to any and all proprietary rights related to said Website and/or pages.

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WEB-CONTENT AND FUNCTIONALITY SPECIFICATIONS

This guideline and AG 5723 and AG 7540 and Form 7540.03 F1, Form 7540.04 F1, and Form 7540 F4 will apply to all web content hosted on the Board's servers, whether created by staff, students, or contracted third parties. The Superintendent retains final editorial authority over all content placed on the Board's servers or School-affiliated servers and displayed on the Board's website(s). The Superintendent has the right to remove pages or links from any web page based upon his/her determination of inappropriate content.

The School's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive and educational information to students, parents, staff, and the community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

Website Accessibility

The School's website(s) operate(s) in compliance with Federal and State law. As such, the School is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the School's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with verifying the School's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any School programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with School programs, services, and activities delivered online.

All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the School's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

When the fundamental alteration or undue burden defense applies, the School will provide equally effective alternate access. In providing an equally effective alternate access, the School will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

The School's website will include on its home page and throughout the website (including all subordinate pages and sites), a Notice to persons with disabilities regarding how to request the webmaster or other appropriate person to provide access to (or notify the School regarding) content or functionality that is currently inaccessible. The Notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA. If a person has a concern with respect to a web page's accessibility, they should contact the School's 504 Compliance

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Officer(s)/ADA Coordinator(s) as identified in Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability, or the Academy's Technology Director.

The School will provide website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality.

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities to access the information and content on the School's website. By following the web content design criteria set forth below, the designers and authors of the School's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the School's website(s).

First Page of the Site

The first page of the web site should contain:

A. the index or table of contents for the site;

B. contact information, including the school's name, address, and phone number, the name of the building principal, and a map/directions to the building;

C. the webmaster and e-mail address of the person responsible for the site;

D. a date when the page was last updated or modified;

E. index.html;

F. a link to the Board's web site;

G. identification of (or a link to) the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e mail address);

H. links to appropriate disclaimers.

Organization of Site Structure

A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the web site.

B. Each page should be designed with the audience and goal in mind.

C. A basic page format should be used, e.g., use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.

D. The title bar should include the school name in the <title> tag of each HTML document.

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E. Limit page length, keep the HTML documents as small as possible.

F. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep Your Web Site Current

A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.

B. Remove expired date-related items.

C. Maintain and update content by removing unneeded or outdated files.

Grammar and Spelling

A. All pages should be grammatically correct.

B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

Position navigational aids throughout documents and document groups. All pages should include a "back to" main menu in order to provide a link back to the web-site index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

Intellectual Property

A. All web-site authors must follow all applicable and existing copyright laws pertaining to the use of text, images, sounds, and hyperlinks to other web sites/pages. (see AG 2531)

B. The Board retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

A. Use all lower-case letters for names of documents and graphics.

B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

A. Smaller is better, images should be less than 50k.

B. Pictures need to be in GIF or JPEG format.

C. Always use width and height tags.

D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.

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E. Use GIF format for drawings and line art.

F. Use JPEG format for photographic color images.

G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.

H. Avoid using flashing content, as it may cause seizures in susceptible users.

I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Netscape, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

A. test web pages on a variety of browsers, including text-only browsers and a variety of screen resolutions to confirm the pages look right to the greatest number of users;

B. check your web site on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;

C. use standard universal recognized HTML tags - Do Not use tags which are specific to one (1) browser;

D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board permits the use of photographs of students, names of students, and displaying original work of students on web sites in accordance with the following guidelines:

A. Identifiable photographs of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians. [NOTE: The FBI recommends that schools not post: children's names or photos; personal information about students; activity schedules. If a school publishes student pictures on the Internet, the FBI recommends only posting distant group pictures, angled heads, and faces should be unidentifiable.]

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B. Last names of students and students' e-mail addresses should never be used.

C. Original work by students such as art work, poetry, essays, performances, etc. may be placed on the web site only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the School's website may:

A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;

B. link to a website of another organization if the other website includes statements or other items referenced in A. above;

C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;

D. include defamatory, libelous, or obscene matter;

E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;

F. promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age or ancestry.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the School's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members.

Neither staff nor students may publish on the School's website personal pages or pages for individuals or organizations not directly affiliated with the School.

Website/Page Evaluation

Before releasing or publishing a website/page, the Superintendent shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

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Disclaimers

Domain Name and Copyright: "The School has registered its domain name(s) for the purpose of exclusive Internet identification. The School asserts copyright, trademark and/or other intellectual property rights in its domain name, School identification, School logo, and all content on the School's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use School and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use School and/or school domain names to promote political issues, causes or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

Visual Disabilities:

Blindness – People with no sight typically browse the Internet using voice output software or refreshable Braille hardware. Such devices "read" what is on the screen to the user.

Low vision – Individuals who have limited vision may use screen-enlarging software.

Color blindness – To perceive color differences on a computer monitor, individuals with color blindness need high contrast. Also, designers/developers/authors should be mindful of the forms of color blindness when choosing color schemes. Typical color blindness involves the inability to distinguish between red and green, blue and green, or blue and yellow; some people see black and white only.

Auditory Disabilities:

Deafness – People who cannot hear, experience a website/page only through its text, graphics/images and video.

Hard of hearing – Individuals with limited hearing may use sound-enhancing peripherals.

Physical/Motor Disabilities:

People with physical disabilities or limited fine motor skills may have difficulty with the following computer-related tasks:

Detailed manipulation of input devices such as a mouse or roller ball.

Holding down multiple keyboard keys simultaneously.

Cognitive/Language Disabilities:

Typical problems for people who have cognitive disabilities or disabilities that affect their language skills include the following:

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Difficulty with spatial reasoning and/or visualization skills.

Difficulty reading and/or understanding written text (e.g. persons with dyslexia).

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the “Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0.”

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STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

Source: P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 USC 1460
18 USC 2246
18 USC 2256
20 USC 6777, 9134 (2003)
20 USC 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
47 USC 254(h), (1), Communications Act of 1934, as amended (2003)

Students shall use School Technology Resources (see definition Bylaw 0100) for educational purposes only. School Technology Resources shall not be used for personal, non-school related purposes. Use of the School Technology Resources is a privilege, not a right. When using School Technology Resources, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Students found to have engaged in unauthorized or inappropriate use of School Technology Resources, including any violation of these guidelines, may have their privilege limited or revoked, and may face further disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Prior to accessing or using School Technology Resources students and parents of minor students must sign the Student Technology Acceptable Use and Safety Agreement (Form 7540.03 F1). Parents should discuss their values with their children and encourage students to make decisions regarding their use of School Technology Resources that is in accord with their personal and family values, in addition to the Board of Education standards. Students must complete a mandatory training session/program before being permitted to access or use School Technology Resources and/or being assigned a school email address.

This guideline also governs students' use of their personal communication devices (see definition Bylaw 0100) when they are connected to School Technology Resources, or when used while the student is on Board-owned property or at a Board-sponsored activity.

Below is a non-exhaustive list of unauthorized uses and prohibited behaviors. This guideline further provides a general overview of the responsibilities users assume when using School Technology Resources.

A. All use of the School Technology Resources must be consistent with the educational mission and goals of the School.

B. Students may only access and use the School Technology Resources by using their assigned account and may only send School-related electronic communications using their School-assigned email addresses. Use of another person's account/email address is prohibited. Students may not go beyond their authorized access. Students should take steps to prevent unauthorized access to their accounts by logging off or "locking" their computers/laptops/tablets/personal communication devices when leaving them unattended.

C. No user may have access to another's private files. Any attempt by users to access another user's or the School's non-public files, or phone or e-mail messages is considered theft. Any attempts to gain access to unauthorized resources or information either on the School's computer or telephone systems or any systems to which the School has access are prohibited. Similarly, students may not intentionally seek information on, obtain copies

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of, or modify files, data or passwords belonging to other users, or misrepresent other users on the School's Network.

D. Students may not intentionally disable any security features used on School Technology Resources.

E. Students may not use School Technology Resources or their personal communication device to engage in vandalism, "hacking", or other illegal activities. (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography, including sexting; fraud; sale of illegal substances and goods).

1. Slander and libel - In short, slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person's reputation or the act or an instance of presenting such a statement to the public." (The American Heritage Dictionary of the English Language. Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Students shall not knowingly or recklessly post false or defamatory information about a person or organization. Students are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.

2. Students shall not use the School Technology Resources to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or transgender identity, marital status, age, disability, religion, or political beliefs. Sending, sharing, viewing, or possessing pictures, images, text messages, e-mails, or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a personal communication device or other electronic equipment is grounds for discipline. Such actions will be reported to local law enforcement and child services as required by law.

3. Vandalism and Hacking – Deliberate attempts to damage the hardware, software, or information residing in School Technology Resources or any computer system attached through the Internet is strictly prohibited. In particular, malicious use of School Technology Resources to develop programs that harass other users or infiltrate a computer/laptop/tablet or computer system and/or damage the software components of a computer or computing system is prohibited.

Attempts to violate the integrity of private accounts, files or programs, the deliberate infecting of the network or computers, laptops, tablets, etc., attached to the network with a "virus", attempts at hacking into any internal or external computer systems using any method will not be tolerated.

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Students may not engage in vandalism or use School Technology Resources or their personal communication devices in such a way that would disrupt others' use of School Technology Resources.

Vandalism is defined as any malicious or intentional attempt to harm, steal, or destroy data of another user, school networks, or technology hardware. This includes but is not limited to uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass network security and/or the Board's technology protection measures. Students also must avoid intentionally wasting limited resources. Students must immediately notify the teacher or building principal if they identify a possible security problem. Students should not go looking for security problems, because this may be construed as an unlawful attempt to gain access.

4. Use of School Technology Resources to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. If a student inadvertently accesses material that is prohibited by this paragraph, s/he should immediately disclose the inadvertent access to the teacher or building principal. This will protect the user against an allegation that s/he intentionally violated this provision.

5. Unauthorized Use of Software or Other Intellectual Property from Any Source – All communications and information accessible via the Internet should be assumed to be private property (i.e., copyrighted and/or trademarked). Laws and ethics require proper handling of intellectual property. All copyright issues regarding software, information, and attributions/acknowledgement of authorship must be respected.

   Software is intellectual property, and, with the exception of freeware, is illegal to use without legitimate license or permission from its creator or licensor. All software loaded on School computers must be approved by the Technology Director, and the School must own, maintain, and retain the licenses for all copyrighted software loaded on School computers. Students are prohibited from using School Technology Resources for the purpose of illegally copying another person's software. Illegal peer-to-peer file trafficking of copyrighted works is prohibited.

   Online articles, blog posts, podcasts, videos, and wiki entries are also intellectual property. Students should treat information found electronically in the same way they treat information found in printed

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sources – i.e., properly citing sources of information and refraining from plagiarism. Rules against plagiarism will be enforced.

F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.

G. School Technology Resources may not be used for private gain or commercial purposes (e.g., purchasing or offering for sale personal products or services by students), advertising, or political lobbying. This provision shall not limit the use of School Technology Resources for the purpose of communicating with elected representatives or expressing views on political issues.

H. Use of the School Technology Resources to engage in cyberbullying is prohibited. ""Cyberbullying" involves as the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others." [Bill Belsey (http//www.cyberbullying.org)] Cyberbullying may occur through e-mail, instant messaging (IM), chat room/Bash Boards, small text-messages (SMS), websites, voting booths.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;

2. sending e-mail or instant messages that are mean or threatening, or so numerous as to negatively impact the victim's use of that method of communication and/or drive up the victim's cell phone bill;

3. using or threatening to use a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students;

4. posting misleading or fake photographs of students on websites.

I. Students are expected to abide by the following generally-accepted rules of network etiquette:

1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through or utilizing School Technology Resources. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive or disrespectful language in communications made through or utilizing School Technology Resources.

2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is

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told by a person to stop sending him/her messages, the student must stop.

4. Do not post information that, if acted upon, could cause damage or a danger of disruption.

5. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. This prohibition includes, but is not limited to, disclosing personal identification information on commercial websites.

6. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.

7. Never agree to get together with someone you "meet" on-line without prior parent approval and participation.

8. Check e-mail frequently and delete e-mail promptly to avoid excessive use of the electronic mail disk space.

9. Students should promptly disclose to a teacher or administrator any messages they receive that are inappropriate or make them feel uncomfortable, especially any e-mail that contains sexually explicit content (e.g. pornography). Students should not delete such messages until instructed to do so by an administrator.

J. Downloading of files onto School-owned equipment or contracted online education services is prohibited, without prior approval from the Superintendent. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. If a student transfers a file or installs a software program that infects the School's Technology Resources with a virus and causes damage, the student will be liable for any and all repair costs to make the School Technology Resources once again fully operational.

K. Students must secure prior approval from a teacher or the Superintendent before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."

L. Students may use real-time electronic communication, such as chat or instant messaging, only under the direct supervision of a teacher or in moderated environments that have been established to support educational activities and have been approved by the Board, Superintendent or building principal. Students may only use their School-assigned accounts/email addresses when accessing, using or participating in real-time electronic communications for education purposes.

M. Privacy in communication over the Internet through the School's computer network is not guaranteed. In order to verify compliance with these guidelines, the Board reserves the right to access monitor, review, and inspect any directories, files and/or messages residing on or sent using its

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Technology Resources. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

N. The following notice will be included as part of the computer log-on screen:

"School Technology Resources (as defined in Bylaw 0100) are to be used for educational and professional purposes only. Users are reminded that all use of School Technology Resources, including Internet use, is monitored by the School and individual users have no expectation of privacy."

O. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board makes no warranties of any kind, either express or implied, that the functions or the services provided by or through School Technology Resources will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects must be cited the same as references to printed materials. The Board is not to be responsible for financial obligations arising through the unauthorized use of its Technology Resources. Students or parents of students will indemnify and hold the Board harmless from any losses sustained as the result of a student's misuse of School Technology Resources.

P. Disclosure, use and/or dissemination of personally identifiable information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Technology Acceptable Use and Safety Agreement Form."

Q. Proprietary rights in the design of web sites hosted on Board-owned or leased servers remains at all times with the Board.

R. File-sharing is strictly prohibited. Students are prohibited from downloading and/or installing file-sharing software or programs on School Technology Resources.

Students may not establish social media accounts on commercial services through the Ed-Tech (e.g., Facebook, Instagram, etc.)

S. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the School's users will be fully investigated and disciplinary action will be taken as appropriate.

T. Preservation of Resources and Priorities of Use: School Technology Resources are limited. Each student is permitted reasonable space to store email, web, and personal school-related files. The Board reserves the right to require the purging of files in order to regain disk space. Students who require access to School Technology Resources for class-or instruction-related activities have priority over other users. Students not using School

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Technology Resources for class-related activities may be "bumped" by any student requiring access for class- or instruction-related purpose.

Game playing is not permitted unless under the supervision of a teacher.

Abuse of Network Resources

Peer-to-peer file sharing, mass mailings, downloading of unauthorized games, videos, and music are wasteful of limited network resources and are forbidden. In addition, the acquisition and sharing of copyrighted materials is illegal and unethical.

Unauthorized Printing

School printers may only be used to print school-related documents and assignments. Printers, like other school resources, are to be used in a responsible manner. Ink cartridges and paper, along with printer repairs and replacement are very expensive. The School monitors printing by user. Print jobs deemed excessive and abusive of this privilege may result in charges being assessed to the student. Users are prohibited from replacing ink cartridges and performing any other service or repairs to printers. Users should ask, as appropriate, for assistance to clear paper that is jamming a printer.

Any questions and concerns regarding these guidelines may be directed to Superintendent.

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STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY

Source P.L. 106-554, Children's Internet Protection Act of 2000
18 USC 1460
18 USC 2246
18 USC 2256
20 USC 6777, 9134 (2003)
20 USC 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
47 USC 254(h), (1), Communications Act of 1934, as amended (2003)

Staff members shall use School Technology Resources (see definition Bylaw 0100) for educational and professional purposes only.

School Technology Resources (see definition Bylaw 0100) may be used for incidental personal, non-work related purposes that do not interfere with the employee's performance of his/her job responsibilities, do not result in direct costs to the School, do not affect other users, use of the resources for education and work related purposes, do not expose the School to unnecessary risks, or violate applicable Board of Education policies, administrative guidelines, or law/regulations.

Use of School Technology Resources is a privilege, not a right. When using School Technology Resources, staff members must conduct themselves in a responsible, efficient, ethical, and legal manner. Staff members found to have engaged in unauthorized or inappropriate use of School Technology and/or Information Resources, including any violation of these guidelines, may have their privilege limited or revoked, and may face further disciplinary action consistent with the applicable collective bargaining agreement and Board policy, and/or civil or criminal liability. Prior to accessing or using School Technology and/or Information Resources, staff members must sign the Staff Technology Acceptable Use and Safety Agreement (Form 7540.04 F1).

This guideline also governs staff members' use of their personal communication devices (PCDs) (as defined in Bylaw 0100) when they are connected to the School's Technology Resources, creating, using or transmitting School Information Resources, or when used while the staff member is on Board-owned property or at a Board-sponsored activity. Staff are reminded that use of PCDs (including the sending of text messages) may generate a public record or an education record that needs to be maintained in accordance with the Board's record retention schedule and/or Federal and State law.

Below is a non-exhaustive list of unauthorized uses and prohibited behaviors. This guideline further provides a general overview of the responsibilities users assume when using School Technology and/or Information Resources.

A. All use of the School Technology and/or Information Resources must be consistent with the educational mission and goals of the School.

B. Staff members may only access and use the School Technology and/or Information Resources by using their assigned account and may only send School-related electronic communications using their School-assigned email addresses. Use of another person's account/e-mail address is prohibited. Use of Educational Technology to access or use private e-mail accounts (e.g., G-mail, Yahoo Mail). Staff members may not allow other users to utilize their account/e-mail address and should not share their password with other users. Staff members are expected to take steps to prevent unauthorized access to their accounts by logging off or "locking" their

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computers/laptops/tablets/personal communication devices when leaving them unattended.

C. No user may have access to another's private files. Any attempt by users to access another user's or the School's non-public files, or phone or e-mail messages is considered theft. Any attempts to gain access to unauthorized resources or data/information either on the School's computer or telephone systems or any systems to which the School has access are prohibited. Similarly, staff members may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users or persons, or misrepresent other users on the School's network.

D. Staff members may not intentionally disable any security features used on School Technology Resources.

E. Staff members may not use School Technology Resources or their personal communication devices to engage in vandalism, "hacking" or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography, including sexting; fraud; sale of illegal substances or goods).

1. Slander and libel - In short slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting, or in signs or pictures that maliciously damages a person's reputation or the public." (The American Heritage Dictionary of English Language Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Staff members shall not knowingly or recklessly post false or defamatory information about a person or organization. Staff members are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.

2. Staff members shall not use School Technology Resources to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or transgender identity, marital status, age, disability, religion, or political beliefs. Sending, sharing, viewing, or possessing pictures, images, text messages, e-mails, or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a personal communication device or other electronic equipment is grounds for discipline up to and including termination. Such actions will be reported to local law enforcement and child services as required by law.

3. Vandalism and Hacking – Deliberate attempts to damage the hardware, software, or data/information residing in School Technology Resources or any computer system attached through the Internet is strictly prohibited. In particular, malicious use of School Technology Resources to develop programs that harass other users or infiltrate a

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computer/laptop/tablet or computer system and/or damage the software components of a computer or computing system is prohibited.

Attempts to violate the integrity of private accounts, files or programs, the deliberate infecting of the network or computers, laptops, tablets, etc., attached to the network with a "virus", attempts at hacking into any internal or external computer systems using any method will not be tolerated.

Staff members may not engage in vandalism or use School Technology Resources or their personal communication devices in such a way that would disrupt others' use of School technology resources.

Vandalism is defined as any malicious or intentional attempt to harm, steal, or destroy data of another user, school networks, or technology hardware. This includes but is not limited to uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass network security and/or the Board's technology protection measures. Staff members also must avoid intentionally wasting limited resources. Staff members must immediately notify the Superintendent if they identify a possible security problem. Staff members should not go looking for security problems, because this may be construed as an unlawful attempt to gain access.

4. Use of School Technology Resources to access, process, distribute, display or print child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to a prurient interest in nudity, sex, and excretion; material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. If a staff member inadvertently accesses material that is prohibited by this paragraph, s/he should immediately disclose the inadvertent access to the Superintendent. This will protect the user against an allegation that s/he intentionally violated this provision.

5. Unauthorized Use of Software or Other Intellectual Property from Any Source – Laws and ethics require proper handling of intellectual property. Software is intellectual property, and, with the exception of freeware, is illegal to use without legitimate license or permission from its creator or licensor. All software loaded on School computers must be approved by the Director of Technology, and the School must own, maintain, and retain the licenses for all copyrighted software loaded on School computers. Staff members are prohibited from using School Technology Resources for the purpose of illegally copying another person's software. Illegal peer-to-peer file trafficking of copyrighted works is prohibited.

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Online articles, blog posts, podcasts, videos, and wiki entries are also intellectual property. Staff members should treat information found electronically in the same way they treat information found in printed sources – i.e., properly citing sources of information and refraining from plagiarism.

F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.

G. School Technology Resources may not be used for private gain or commercial purposes (e.g., purchasing or offering for sale personal products or services by staff members), advertising, or political lobbying or campaigning is prohibited.

H. Staff members are expected to abide by the following generally accepted rules of online etiquette:

1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through or utilizing School Technology Resources. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive or disrespectful language in communications made through or utilizing School Technology Resources (including, but not limited to, public messages, private messages, and material posted on webpages).

2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.

3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a staff member is told by a person to stop sending him/her messages, the staff member must stop.

4. Do not post information that, if acted upon, could cause damage or a danger of disruption.

5. Never reveal names, addresses, phone numbers, passwords or other personal information of students while communicating on the Internet, unless there is prior written parental approval or it is otherwise permitted by Federal and/or State law.

I. All communications and information accessible via the Internet should be assumed to be private property (i.e, copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions/acknowledgement of authorship must be respected.

J. Saving or otherwise specifically downloading files, from the Internet or otherwise unauthorized places, onto the School-owned equipment or contracted online educational services is prohibited, without prior approval from the Superintendent. If a staff member transfers files from information services and electronic bulletin board services, the staff member must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a staff member

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transfers a file or installs a software program that infects School Technology Resources with a virus and causes damage, the staff member will be liable for any and all repair costs to make the Education Technology once again fully operational.

L. Privacy in communication over the Internet and through the School's computer network is not guaranteed. In order to verify compliance with these guidelines, the Board reserves the right to access, monitor, review and inspect any directories, files and/or messages stored on or sent/received using its Technology Resources. All Staff members should assume that all messages and communications are being monitored, reviewed, and inspected. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

M. Use of the Internet and any information procured from the Internet is at the staff member's own risk. The Board makes no warranties of any kind, either express or implied, that the functions or the services provided by or through School Technology Resources will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in class must be cited the same as references to printed materials. The Board is not responsible for financial obligations arising through the unauthorized use of its Technology Resources. Staff members will indemnify and hold the Board harmless from any losses sustained as the result of the staff member's misuse of the School Technology Resources.

N. Disclosure, use and/or dissemination of personally identifiable information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Technology Acceptable Use and Safety Agreement Form."

O. Staff members are reminded that student personally identifiable information is confidential and may not be disclosed without prior written parental permission.

P. File-sharing is strictly prohibited. Staff members are prohibited from downloading and/or installing file-sharing software of programs on School Technology Resources.

Staff members may not use School Technology Resources to establish or access social media accounts on commercial services (e.g., Facebook, Instagram, etc.)

Q. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the School's users will be fully investigated and disciplinary action will be taken as appropriate.

R. Preservation of Resources: School Technology Resources are limited. Because space on disk drives and bandwidth across the wires that connect School Technology Resources (both internally and externally) are limited,

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neither programs nor information may be stored on the system without the permission of the Superintendent. Each staff member is permitted reasonable space to store email, web, and personal school/work related files. The Board reserves the right to require the purging of files in order to regain disk space.

Staff members are encouraged to limit student exposure to commercial advertising and product promotion when selecting/developing the School or classroom websites/services/apps or giving other assignments that utilize the Internet. Under all circumstances, staff members must comply with the Children's Online Privacy Protection Act of 1998 (COPPA), 15 U.S.C. § § 6501-6506.

1. Websites with extensive commercial advertising may be included on the School or classroom websites/services/apps or designated as a required or recommended site only if there is a compelling educational reason for such selection.

2. Staff members may make use of high-quality, unbiased online educational materials that have been produced with corporate sponsorship. Staff members may not make use of educational materials that have been developed primarily for the purpose of promoting a company and/or its products or services.

Abuse of Network Resources

Peer-to-peer file sharing, mass mailings, downloading of unauthorized games, videos, and music are wasteful of limited network resources and are forbidden. In addition, the acquisition and sharing of copyrighted materials is illegal and unethical.

Unauthorized Printing

School printers may only be used to print school/work-related documents. Printers, like other school resources, are to be used in a responsible manner. Ink cartridges and paper, along with printer repairs and replacement are very expensive. The School monitors printing by user. Print jobs deemed excessive and abusive of this privilege may result in charges being assessed to the staff member.

Any questions and concerns regarding these guidelines may be directed to the Superintendent.

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PROPER USE OF SCHOOL-ISSUED STAFF E-MAIL ACCOUNT

Depending on the content of an e-mail message, it may be a public record or an education record that needs to be maintained by the School in accordance with Policy 8310 – Public Records or Policy 8330 – Student Records, and made available for inspection and/or copying upon request by a member of the public, or a parent or student age eighteen (18) or older. In addition, an e-mail may constitute electronically stored information (ESI) that is subject to a litigation hold pursuant to Policy 8315 – Information Management. The following procedures are established so that the School's e-mail and Internet capabilities are not compromised, and e-mail messages are maintained in accordance with State and Federal law.

OPERATIONAL CONSIDERATIONS:

A. Types of E-Mail Prohibited

1. General Rule: Do not put anything in an e-mail that you would not put on School letterhead.

2. Do not use the School's e-mail system to send announcements such as items of a personal nature.

3. Do not forward or start e-mails with the following:

   a. jokes,

   b. pictures, or

   c. similar fun forwards intended to amuse the reader

4. Do not subscribe to the following through your School e-mail account:

   a. daily jokes,

   b. daily horoscopes,

   c. daily recipes,

   d. vacation information,

   e. similar items of information or amusement, or

   f. items of a personal nature.

   Please use your own personal e-mail account for such items.

5. Do not respond to chain letters via your School e-mail account. These letters often come from outside sources, which increase the risk of e-mail based virus infection. Such e-mails multiply exponentially, and cost the School in terms of time, money and

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resources.

6. Do not use your School e-mail account to communicate with friends and family throughout the work day, except in case of emergency and when they cannot be reached by telephone.

B. Signature Blocks

1. E-mail messages from employees must contain the following signature block:

Employee's Name
Position/Title
Building; Address; Phone Number

CONFIDENTIALITY/PRIVACY NOTICE: This e-mail message, including any attachment, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information as defined by State and Federal laws. If you are not the intended recipient or an agent of the intended recipient, you are hereby notified that you received this message in error and any review, disclosure, copying, printing, distribution, dissemination, or the taking of any action in reliance on the contents of the information contained herein is strictly prohibited. If you received this e-mail message in error, please notify the sender by return e-mail and immediately and permanently delete the original from your computer and destroy all copies of this communication. Thank you.

PLEASE NOTE: This e-mail message, and any response to it, may be archived for later retrieval and is subject to retention, disclosure, and disposal in accordance with Board Policy and State law.

2. Employees' signature blocks may not include quotes, regardless of the source (e.g., no quotes from famous historical figures, Biblical figures, or anyone else).

PUBLIC RECORD CONSIDERATIONS:

E-mail messages that are kept by the School and that serve to document the organization, functions, policies, decisions, procedures, operations, or other activities of the School are public records, unless they meet one of the statutory exceptions, and must be maintained in accordance with the Board's Records Retention Policy and made available for inspection and/or copying by the public. The length of retention of an e-mail message is dependent upon its content and the purpose it serves. The content, transactional information, and any attachments associated with an e-mail message are considered a record if they meet the statutory criteria.

Any document, including e-mail messages, which are responsive to a pending Freedom of Information Act request, must be retained.

For the purposes of this guideline, there are four (4) categories of e-mail retention: non-record messages, transitory messages, intermediate messages, and permanent messages.

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A. Categories of E-mail

1. Non-Record Materials

E-mail messages that do not meet the criteria definition of a public record under the Michigan statutes may be deleted at any time, unless they become part of some official record as a result of special circumstances or must be preserved pursuant to Policy 8315 – "Information Management" and AG 8315 – "Litigation Hold Procedure." These types of messages may include:

a. Personal Correspondence

Any e-mail not received or created in the course of School business, may be deleted immediately, since it is not an official record: the “Let’s do lunch” (not a School-business lunch) or “Can I catch a ride home” type of note.

b. Non-School Publications

Publications, promotional material from vendors, and similar materials that are “publicly available” to anyone, are not official records unless specifically incorporated into other official records. In the electronic world, this includes listserv messages (other than those you post in your official capacity), unsolicited promotional material (“spam”), files copied or downloaded from Internet sites, etc.

These items may be immediately deleted, or maintained in a “Non-Record” mail box and deleted later, just as you might trash the unwanted publication or promotional flyer.

However, for example, if you justify the purchase of a “Zippo Filing System” by incorporating the reviews you saved (from the “Files R Us Listserv”) in your proposal to your supervisor, those listserv messages become official records and must be retained in accordance with the retention schedule for purchasing proposals.

2. Official Records – Retain As Required

E-mail messages that meet the definition of a public record under the Michigan statutes are official records and must be scheduled, retained and disposed of as such. These official records fall into the following categories:

a. Transient Retention

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Much of the communication sent via e-mail has a very limited administrative value. For instance, an e-mail message notifying employees of an upcoming meeting would only have value until the meeting has been attended or the employee receiving the message has marked the date and time in his/her calendar.

Transitory messages do not set policy, establish guidelines or procedures, certify a transaction or become a receipt. The informal tone of transitory messages might be compared to a communication that might take place during a telephone conversation or conversation in an office hallway. Transient documents include telephone messages, drafts and other limited documents that serve to convey information of temporary importance in lieu of oral communication. Transient documents should be retained in accordance with the Board's Records Retention Policy and the Board's Information Management Policy.

b. Intermediate Retention

E-mail messages that have more significant administrative, legal and/or fiscal value but are not scheduled as transient or permanent should be categorized under other appropriate record series. These may include (but are not limited to):

1) General Correspondence: Includes internal correspondence (letters, memos); also, correspondence from various individuals, companies, and organizations requesting information pertaining to the School and legal interpretations and other miscellaneous inquiries. This correspondence is informative (it does not attempt to influence Board/School policy).

Retention: (See Records Retention Policy; ex. one (1) year, then destroy).

2) Routine Correspondence: Referral letters, requests for routine information, or publications provided to the School, which are answered by standard form letters.

Retention: (See Records Retention Policy; ex. six (6) months, then destroy.)

3) Monthly and Weekly Reports: Document status of on-going projects and issues; advise supervisors of various events and issues.

Retention: (See Records Retention Policy and Information Management Policy).

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4) Minutes of Staff Meetings: Minutes and supporting records documenting internal policy decisions.

Retention: (See Records Retention Policy and Information Management Policy).

c. Permanent Retention

E-mail messages that have significant administrative, legal and/or fiscal value and are scheduled as permanent also should be categorized under the appropriate record series. These may include (but are not limited to):

1) Executive Correspondence: Correspondence from the Superintendent, Treasurer, or other administrator that deals with significant aspects of the administration of their offices/buildings. Correspondence includes information concerning Board/School policies/guidelines, program, fiscal and personnel matters.

Retention: (See Records Retention Policy; and Information Management Policy).

2) Departmental/Building Policies and Procedures: Includes published reports, unpublished substantive reports and policy studies.

Retention: (See Records Retention Policy and Information Policy).

Not all e-mail messages will fall into these record series. For more suggested retention periods, consult the Board's Records Retention Policy.

B. Mailbox Management

Guidelines and Best Practices for Managing E-Mail

1. Record Copy E-Mail

E-mail users should be aware that e-mail messages are often widely distributed to a number of recipients. Determining which individual maintains the record copy of the message, i.e., the original message that must be retained per the retention schedule, is vital to e-mail management. If the holder of the record copy is not identified and aware of his/her responsibility, the School may find that no one retains the message or that everyone retains the message. Neither of these scenarios is appropriate.

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For example, Board/School policy/guidelines documents that are transmitted to multiple recipients via an e-mail system need not be maintained by each recipient beyond his/her need for this information if record copy responsibility is established so that the record is maintained by some office, employee or agent for its established retention period. In this example, a logical record copy

responsibility rests with the creator or original distributor of the policy/guideline document. Prompt deletion of duplicate copies of e-mail messages from an e-mail system makes the system as a whole much easier to manage and reduces disk space consumed by redundant information.

Generally speaking, the individual who sends an e-mail message should maintain the record copy of the message. However, the varied uses and wide distribution of e-mail may result in many exceptions to this rule that will have to be dealt with internally.

2. Filing

Non-transitory e-mail messages should be filed in a way that enhances their accessibility and that facilitates records management tasks. The IT staff will advise users on the set up or modifying of e-mail systems to facilitate records management and appropriate filing systems. Procedures and systems configurations may vary according to the building's/users' needs and the particular hardware and software in use.

In addition to the IN and OUT boxes that come with your mail account, you usually have the option of creating other "mailboxes" or "folders". After brief periods in your IN-OUT boxes, messages should be transferred to other boxes, based on business and retention requirements.

Employees should be responsible for classifying messages they send or receive according to content, the School's folder/directory structure, and established records series.

3. Distribution Lists

If you send to a "distribution list" (not a listserv, but a specified list of individuals), you must also keep a copy of the members of that list for as long as you are required to keep the message itself. It is of little value to know that the "Security Alert!" notice went to "Building Principals", without knowing whether Arnold S. received the message. Nicknames present a similar problem.

4. Subject Lines

Fill in the subject line on your e-mail both to help your recipient identify and file messages, and to help you file your OUT box messages that must be retained for some period. Subject lines should be as descriptive as possible.

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The following are some examples of poor and good subject lines for the same message:

Poor, confusing subject lines	Better, descriptive subject lines
"helpful info"`	"contact info"
"report"	"quarterly financial report"
"minutes"	"Jan 2016 Board minutes"
"important"	"revised admin. procedures"
"today"	"lunch plans today?"
"news"	"new agency head appointed"

C. Mailbox Maintenance and Cleanup

1. Each e-mail user is responsible for keeping his/her e-mail account at a manageable size.

2. If you do not maintain your mailbox and permit its size to grow beyond the recommended levels, your mailbox could become corrupt. The School's staff is not responsible if the mailbox cannot be recovered do to lack of user maintenance.

3. Your School e-mail account is not meant to be a storage folder. Before developing your personal mailbox maintenance and cleanup procedure, you must review the School's Public Records Policy, Information Management Policy, and any accompanying administrative guidelines to these policies. Any questions regarding these policies should be directed to the Superintendent.

4. If you want to retain all e-mail items with your work records, you must implement a storage solution outside your e-mail account. Such records shall continue to be the Board's property and may not be removed from the Board's premises for any reasons.

Revised Guideline Fall 2017

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STAFF AND STUDENT TRAINING REGARDING THE INTERNET

As set forth in Policy 7540.03 – Student Technology Acceptable Use and Safety and Policy 7540.04 – Staff Technology Acceptable Use and Safety, the School will provide students and staff members with the training required by Federal and State law.

In addition, staff members and/or students shall be provided the following information/training concerning the use of the Internet:

A. Use of the Internet is to be related to one (1) or more courses of study and is not to be used by staff or students for discriminatory or unlawful purposes. All student use is to be supervised by a staff member or approved volunteer who has signed the Staff Technology Acceptable Use and Safety Agreement Form 7540.04 F1.

B. Prior to disseminating personally identifiable information across the Internet about a student, signed parental permission forms must be on file.

This information can be provided through written guidelines, professional development seminars, faculty and student meetings, and introductory remarks at the beginning of a course.

New Guideline Fall 2016

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8000 **OPERATIONS**

8220	School Day
8310A	Public Records
8310A Appendix A	Freedom of Information Act Written Summary
8310A Appendix B	Freedom of Information Act Fee Itemization
8310B	Receipt of Legal Documents
8310C	Denials of Freedom of Information Act Request
8310D	Transmission of Records and Other Communications
8315	Litigation Hold Procedure
8321	Criminal Justice Information Security
8330	Student Records
8350	Limited Use of Social Security Number
8351	Breach of Confidential Information
8390	Use of Service Animals
8400	Safety at the School
8410	Characteristics of a School that is Safe and Responsive to All Children
8410A	Early Warning Signs of Possible School Violence
8410B	Identifying and Responding to Imminent Warning Signs
8410C	Principles Underlying Intervention
8410D	Intervening Early with Students at Risk for Behavioral Problems
8410E	Action Planning Checklist
8410F	Crisis Procedure Checklist
8410G	Characteristics of a Safe Physical Environment
8410H	Tips for Parents
8420	Emergency Situations at the School
8420C	Homeland Security Advisory Alerts
8420D	Code Blue Procedure
8420E	Homeland Security Terrorist Alert Code Check List
8420E1	Pandemics and Other Medical Emergencies
8420F	Bioterrorism
8430	Telephone Bomb-Threats
8431	Written Hazard Communication Program
8431A	Integrated Pest Management
8442	On-the-Job Injury
8450	Management of Selected Casual-Contact Diseases
8450A	Pediculosis (Head Lice)
8453	Exposure Control Plan for Handling and Disposing of Body Fluids
8453.01	Control of Blood-Borne Pathogens
8462	Child Abuse or Neglect
8660	Transporting Students by Private Vehicle
8500A	Nutritional Guidelines
8710	Insurance

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8800A	Religious Activities/Ceremonies
8800B	Religious Expression at the School
8800C	The Flag and Patriotic Ceremonies
8800D	Care, Custody, and Display of the United States Flag

Revised Fall 2011; Fall 2012; Spring 2013; Fall 2013; Spring 2014; Fall 2014; Spring 2015; Spring 2017; Spring 2020; Spring 2021

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SCHOOL DAY

Opening Exercises

Every day the School is in session and every special program may begin with the Pledge of Allegiance to the Flag.

Only those students who have conscientious scruples against such a pledge or salute, will be excused from repeating the Pledge of Allegiance. Such students should show respect by remaining silent.

If a student or teacher is in the hall or office during the Pledge of Allegiance, he/she must stand at attention, in silence.

Religious readings or exercises shall not be a part of opening, closing, or any other exercise, at any time.

Announcements

Superintendents may allow notices of general interest to be broadcast over the School's loudspeaker at designated times, in accordance with the following rules:

No announcement shall be read that has not been approved and initialed by the Superintendent.

A. Announcements may be made for the following:

   1. any School-sponsored activity

   2. organizations using School facilities for student activities

   3. nonreligious, noncommercial, nonpolitical community groups

B. Notices that constitute advertising are not allowed.

C. No announcements, other than emergencies, are to be made during any class period.

School Assemblies

The Superintendent is responsible for the scheduling and operation of all assemblies in his/her building. Each assembly should be directly related to accomplishing one or more of the School's goals for students and should interfere as little as possible with the academic program.

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PUBLIC RECORDS

It is the policy of the Board that all persons are entitled to full and complete information regarding governmental decision-making, consistent with the Michigan Freedom of Information Act (the "FOIA" or the "Act").

For purpose of these procedures and guidelines, a "public record" means: a writing prepared, owned, used, in the possession of, or retained by School in the performance of an official function, from the time it is created. Public record does not include computer software.

The Academy shall not disclose the confidential address of a student or of an employee who has provided proper notice of a participation card issued by the Department of the Attorney General under the Address Confidentiality Program Act.

Procedures & Guidelines:

A. GENERAL INFORMATION

1. All officers, employees, and agents of the School shall protect public records from loss, unauthorized alteration, mutilation, or destruction.

2. The Superintendent is hereby designated the "FOIA Coordinator" with the authority and responsibilities stated in the Act and these procedures and guidelines.

3. The FOIA Coordinator shall be responsible to accept and process all written requests for public records under the Act and shall be responsible for approving a denial under Section 5 of the Act (MCL 15.235).

4. These procedures and guidelines regarding time frames, appeals, and fees do not apply to public records prepared for, or disclosed pursuant to another act or statute (i.e., requests for medical records made pursuant to the Public Health Code, or requests made pursuant to the Public Employment Relations Act or the Bullard-Plawecki Employee Right to Know Act, etc.).

B. WRITTEN REQUESTS

1. All individuals desiring to inspect or receive a copy of a public record shall make a written request to the FOIA Coordinator that describes the public record sufficiently to enable the FOIA Coordinator, or his/her designee, to identify and locate the public record.

2. The FOIA Coordinator, or any other designee, is not required to respond to oral requests for public records, but may do so for routine requests that can be granted immediately.

3. If a written request is received directly by a School employee other than the FOIA Coordinator, the original shall be promptly forwarded to the FOIA Coordinator. The date the School employee receives the request

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shall be considered the date the request is validly received by the School, for the purpose of determining when a response is due.

4. A written request made by facsimile, electronic mail, or other electronic transmission is not received by the FOIA Coordinator until one business day after the electronic submission is made. If a request is delivered to a spam or junk mail folder, the request is not received by the FOIA Coordinator until one business day after it is discovered.

5. Upon receiving a written request for a public record pursuant to these procedures and guidelines, a person or entity has the right to inspect, copy, or receive copies of the requested public record(s), unless the requested public record is exempt from disclosure pursuant to Section 13 of the Act (MCL 15.243), as amended. If the exempt status of any request is questioned, legal counsel should be consulted. New public records, compilations, summaries, and/or reports of information shall not be created in response to a FOIA request.

6. Upon request for public inspection, the FOIA Coordinator, or any other designee, shall furnish a requestor a reasonable opportunity for inspection and examination of the requested public records, subject to applicable exemptions, and shall furnish reasonable facilities for making memoranda or abstracts from its public records during regular business hours.

7. A requestor may stipulate that the public records be provided on non-paper physical media, electronically mailed, or otherwise electronically provided to him or her in lieu of paper copies. Notwithstanding the foregoing, such stipulation must be within the technological capabilities of the School.

8. A person or entity may subscribe to future issuances of public records that are created, issued, or disseminated on a regular basis. A subscription shall be valid for up to six months, at the request of the subscriber, and shall be renewable.

9. If a requested public record may be obtained on the School's website or webpage, the FOIA Coordinator shall notify the requestor in writing of such availability and provide the direct internet address or link to obtain such public record. If, after receiving such written notification from the FOIA Coordinator, the requestor notifies the School that he or she continues to want the School to provide a copy of the available public record, in any format, the School shall process such request and may impose additional labor costs as specified within Article IV below.

C. REQUEST PROCESSING

1. When the School receives a written request for a public record, the FOIA Coordinator, or any other designee, shall, in not more than five (5) business days after the School receives the request, respond to the request by one of the following:

   a. Grant the request.

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b. Issue a written notice to the requestor denying the request.

c. Grant the request in part and issue a written notice to the requestor denying the request in part.

d. Issue a written notice extending, for not more than ten (10) business days, the period during which the School shall respond to the request.

2. Any failure to respond to a written request as provided for above constitutes the School's determination to deny the request.

3. Any written response denying a request for a public record, in whole or in part, is a final determination to deny the request or portion of that request. A denial response should contain the following:

a. An explanation of the basis under the Act or other statute for the determination that a public record(s), or portion(s) thereof, is exempt from disclosure, if that is the reason for denying all or part of a request.

b. A statement that the public record(s) do not exist under the name/description given by the requestor or by another name reasonably known to the School.

c. A description of a public record(s) or information on a public record that is separated or deleted if such separation or deletion is made.

d. A full explanation of the requestor's right to either file an appeal with the Board or seek judicial review of the denial pursuant to Section 10 of the Act (MCL 15.240).

e. Notice that a requestor may receive attorneys' fees and damages pursuant to the Act if the Court determines that the School has not complied with Section 5 (MCL 15.235) of the Act and orders disclosure of all or a portion of a public record.

D. DEPOSIT & FEES

1. Fees for responding to any request shall include duplication (copying) costs and mailing costs. Duplication (copying) costs shall be set from time to time by resolution of the Board in an amount that does not exceed 10 cents per page (8½ x 11 and 8½ x 14). The School shall use the most economical method of duplication (*i.e.*, double-siding, etc.) and the least expensive form of postal delivery, unless a more expensive method is specifically requested by the FOIA requestor.

2. The cost of hourly labor may also be charged if the failure to do so will result in unreasonably high costs to the School because of the nature of the request in a particular instance. If such is the case, the School shall specifically identify the nature of these unreasonably high costs. For purposes of these procedures and guidelines, "unreasonably high costs"

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shall generally mean calculated labor costs that are estimated to exceed $50.00, inclusive of salary or wage and fringe benefits.

3. Labor costs shall include the cost of the search, examination, review, separation, and/or deletion of exempt information from non-exempt information in order to fulfill a request.

4. Labor costs will be calculated using the wage of the lowest paid School employee capable of searching for, locating, and examining the public record(s), regardless of whether that person is available or actually performs the labor. Labor costs shall be charged in increments of at least 15 minutes or more with all partial time increments rounded down. The School may also add up to 50% to the applicable labor charge amount to cover or partially cover the cost of fringe benefits. If it does so, it will clearly note the percentage multiplier used to account for benefits in the detailed itemization form. Subject to the 50% limitation, the School shall not charge more than the actual cost of fringe benefits, and overtime wages shall not be used in calculating the cost of fringe benefits. Notwithstanding the foregoing, 100% of fringe benefit costs may be added to the applicable labor charge if a requestor is notified in writing that public records are available on the School's website or webpage and the requestor continues to request that the School provide a copy, in any format, of the available public record.

5. Overtime wages shall not be included in the calculation of labor costs unless the requestor specifically approves the use of overtime in writing, and overtime wages are clearly noted in the detailed itemization form.

6. If the School does not employ a person in-house who is capable of separating exempt from non-exempt information in a particular instance, as determined by the FOIA Coordinator, it may utilize an outside contractor. In those instances, the School shall clearly note the name of the contractor or firm on the detailed itemization form. The cost of the contractor's labor, including necessary review directly associated with separating and deleting exempt information from non-exempt information, shall not exceed an amount equal to 6 times the state minimum hourly wage rate.

7. The School will not charge for labor directly associated with redaction if it knows or has reason to know that it previously redacted the record in question and still has the redacted version in its possession.

8. The School may require a good faith deposit (not to exceed 50% of the total labor and duplication costs) from the requestor, if the total estimated fee exceeds fifty dollars ($50.00). A request for a good faith deposit shall include a detailed itemization of the fee the School estimates or charges pursuant to the Act. Additionally, a request for a good faith deposit shall include a best efforts estimate regarding the time frame it will take to comply with the Act in providing the public records to the requestor. The School may require a one-hundred percent (100%) deposit from a requestor who has not previously paid a fulfilled FOIA request, provided the requirements in Section 5 of the Act are met.

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9. All fees and deposits calculated under these procedures and guidelines shall be listed within a detailed itemization form that shall be provided to the requestor. A copy of such form is attached hereto and incorporated by reference.

10. Pursuant to Section 4(2) of the Act, the School shall search for and furnish a copy of a public record without charge for the first $20.00 of the fee for each request made by either of the following:

    a. An individual who is entitled to information under the Act and who submits an affidavit stating that the individual is indigent and receiving specific public assistance or, if not receiving public assistance, stating facts showing an inability to pay the cost because of indigence. If an individual is ineligible for a discount, then the School will inform the individual of the specific reason for the ineligibility in its written response. The right to financial assistance for indigent individuals shall not apply where:

        (i) an individual has received discounted copies of public records from School twice during the calendar year; or

        (ii) an individual requests information in conjunction with outside parties who are offering or providing payment, or other remuneration to the individual to make the request.

    b. A non-profit organization formally designated by the state to carry out activities under Subtitle C of The Developmental Disabilities Assistance And Bill Of Rights Act of 2000, Public Law 106-402, and The Protection And Advocacy For Individuals With Mental Illness Act, Public Law 99-319, or their successors provided the following requirements are satisfied:

        (i) The request is made directly on behalf of the organization or its clients;

        (ii) the request is made for a reason wholly consistent with the mission and provisions of those laws under Section 931 of the Mental Health Code, MCL 330.1931; and

        (iii) the request is accompanied by documentation of its designation by the State, if requested by School.

11. The School may waive any charges if the FOIA Coordinator determines the cost is de minimis. For purposes of these procedures and guidelines, “de minimis” shall mean a calculated fee that is estimated to be less than $10.00, inclusive of labor costs, duplication and mailing.

E. FEE DISPUTE APPEAL

1. If the requestor believes the fee estimated or charged for the request exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act, the requestor is required to submit to the Board a written appeal for a fee reduction that specifically states the word "appeal"

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and identifies how the required fee exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act.

2. Within 10 business days after receiving a written appeal, the Board shall do one of the following:

   a. Waive the fee.

   b. Reduce the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the remaining fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the reduced fee complies with these procedures and guidelines and Section 4 of the Act.

   c. Uphold the fee and issue a written determination to the requestor indicating the specific basis under Section 4 of the Act that supports the required fee. The determination shall include a certification from the Board that the statements in the determination are accurate and that the fee complies with these procedures and guidelines and Section 4 of the Act.

   d. Issue a notice extending, for not more than 10 business days, the period during which the Board shall respond to the written appeal. The notice of extension shall include a detailed reason or reasons why the extension is necessary. The Board shall not issue more than one notice of extension for a particular written appeal.

3. If a requestor disagrees with the School's determination, the requestor may comment an action in Circuit Court in the County in which School is located, within 45 days of the public body's determination, to seek a fee reduction.

F. RIGHT TO APPEAL A DENIAL OF A PUBLIC RECORD REQUEST

1. If a requestor desires to appeal a denial of a request for a public record, in whole or in part, the requestor may submit a written appeal to the Board or may seek judicial review of the denial, pursuant to Section 10 of the Act (MCL 15.240). A written appeal to the Board shall specifically state the word "appeal" and identify the reason(s) for reversal of the denial.

2. Within 10 business days after receiving a written appeal, the Board shall do one of the following:

   a. Reverse the disclosure denial.

   b. Issue a written notice to the appellant upholding the denial.

   c. Reverse the denial in part and issue a written notice to the appellant upholding the denial in part.

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d. Under unusual circumstances, issue a notice extending, for not more than 10 business days, the period during which the Board shall respond to the written appeal. The Board shall not issue more than 1 notice of extension for a particular written appeal.

3. The Board is not considered to have received a written appeal until its next regularly scheduled meeting after the appeal is submitted.

4. Any failure to respond to an appeal shall be considered a decision to uphold the denial. If an appeal is denied in whole or in part by the Board, the appellant may seek judicial review of the nondisclosure by commencing an action in Circuit Court in the County in which School is located.

Replacement Guideline Spring 2015

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FREEDOM OF INFORMATION ACT
WRITTEN SUMMARY

Pursuant to Section 4 of the Michigan Freedom of Information Act, MCL 15.234, (the "FOIA" or the "Act") the School issues this written public summary of the following:

How to Submit Written Requests to the School

The School requires individuals or entities to submit FOIA requests in writing. FOIA requests may be mailed to the following address:

FOIA Coordinator
The Greenspire School
1026 Red Drive
Traverse City, MI 49684

An individual or entity may also make a request in person at the [designate an office of the public body], or email a request to [_____@_____.____] or fax a request to [(___)____-_____].

Please review the following checklist to ensure a timely and accurate response to a request:

A. Make sure the correspondence is addressed to the "FOIA Coordinator" and includes the proper address and/or fax number.

B. Clearly state that the request is being made for a public record(s) pursuant to the "Freedom of Information Act" or the "FOIA."

C. Describe the public record(s) requested in sufficient detail so that it can be more-easily identified and located.

D. Describe the subject matter of the public record(s) requested and, if possible, the approximate date that the public record(s) was created.

E. Clearly state the manner in which you prefer the School to provide the public records, such as: paper copies, non-paper physical media, email, etc. (please note, all requests must be within the technological capabilities of the School).

F. You can stipulate that public records be provided on nonpaper, physical media, electronically mailed, or otherwise electronically provided in lieu of paper copies. If the requested public records are available on the School's website and the response includes the website address, then any request for paper format or other form, such as electronic form, may result in additional charges.

How to Understand the School's Written Responses

When the FOIA Coordinator receives a written request for a public record, the FOIA Coordinator, or his or her designee, shall, in not more than five (5) business days after the School receives the request, respond to the request in one of the following ways:

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A. Grant the request.

B. Issue a written notice to the requestor denying the request.

C. Grant the request in part and issue a written notice to the requestor denying the request in part.

D. Issue a written notice extending, for not more than ten (10) business days, the period during which the School shall respond to the request.

Deposit Requirements

If the estimated cost of responding to a request exceeds $50.00, the School may require a good faith deposit of 50% to be submitted before the request is processed. Once the good faith deposit is submitted, the School will process the request. The balance of the cost of the request must be paid before copies may be picked up, mailed, or delivered. Good faith deposits and fees charged for responding to FOIA requests may be mailed to the following address:

FOIA Coordinator
The Greenspire School
1026 Red Drive
Traverse City, MI 49684

Fee Calculations

Please review the attached Fee Itemization Form, which provides a line-by-line summary and explanation of the fees that the School may charge in response to a request, pursuant to Section 4 of the Act (MCL 15.234(1)).

Avenues for Challenge and Appeal

If the requestor believes the fee estimated or charged for the request exceeds the amount permitted under the School's procedures and guidelines or Section 4 of the Act, the requestor must:

A. Submit to the Board a written appeal for a fee reduction that specifically states the word "appeal" and identifies why the requestor believes the required fee exceeds the amount permitted under the School's procedures and guidelines or Section 4 of the Act. If the requestor disagrees with the School's final determination, the requestor may, after exhausting internal administrative remedies, commence a civil action in Circuit Court where the School is located for a fee reduction. The civil action must be filed within 45 days of the public body's final determination to deny a request pursuant to Section 10(1)(b) of the Act.

Any written response denying a request for a public record, in whole or in part, is a final determination to deny the request or portion of that request. A requestor may file an appeal with the Board or may seek judicial review of the denial, pursuant to Section 10 of the Act (MCL 15.240). A requestor may receive attorneys' fees and damages pursuant to the Act if the Court

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determines that the School has not complied with Section 5 (MCL 15.235) of the Act and orders the disclosure of all or a portion of a public record.

New Guideline Spring 2015

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FREEDOM OF INFORMATION ACT
FEE ITEMIZATION FORM

Pursuant to Section 4 of the Michigan Freedom of Information Act, MCL 15.234 (the "FOIA" or the "Act"), the following costs will be charged for responses to FOIA requests, pursuant to the FOIA Fee Schedule adopted and periodically revised by the School.[i]

Y / N (circle one): A fee for labor cost is being charged because the failure to do so will result in unreasonably high costs to the School because of the nature of the request in this particular instance. Specifically, [identify the nature of this unreasonably high cost(s)].

Labor costs shall not be more than the hourly wage of the School's lowest-paid employee capable of performing the labor in the particular instance, regardless of whether that person is available or actually performs the labor. Labor costs will be estimated and charged in [# must be 15-minutes or more]-minute time increments. All partial time increments will be rounded down. No overtime will be charged unless the person making the request provides written approval. If the number of minutes is less than 15, there will be no charge. If the School charges to cover or partially cover the cost of fringe benefits, it will use a [# cannot exceed 50]-percent multiplier to account for those benefits.[ii]

1. LABOR COST TO LOCATE [iii]		
Hourly Wage Charged = $_____. OT Wages (as Stipulated by the Requestor) = $ _____ Charge per increment = $_____.	It is estimated to take [___] minutes to perform this task ÷ [__] minute increments = ____ increment(s).	Subtotal Cost = $_____
or		
Hourly Wage with Fringe Benefit Cost = $_____. Charge per increment = $_____.		

2. LABOR COST TO COPY [iv]		
Hourly Wage Charged = $_____. OT Wages (as Stipulated by the Requestor) = $ _____ Charge per increment = $ _____.	It is estimated to take [___] minutes to perform this task ÷ [__] minute increments = ____ increment(s).	Subtotal Cost = $_____
or		
Hourly Wage with Fringe Benefit Cost = $_____. Charge per increment = $_____.		

3. EMPLOYEE LABOR COST TO SEPARATE EXEMPT FROM NON-EXEMPT MATERIAL [v]		
Hourly Wage Charged = $_____. Charge per increment = $_____.	It is estimated to take [___] minutes to perform this task ÷ [__] minute increments = ____ increment(s).	Subtotal Cost = $_____
or		
Hourly Wage with Fringe Benefit Cost = $_____.		

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Charge per increment = $_____.		

4. CONTRACTED LABOR COST TO SEPARATE EXEMPT FROM NON-EXEMPT MATERIAL [vi]		
Name of contracted person or firm = _____		
Hourly Wage Charged = $_____. Charge per increment = $_____.	It is estimated to take [___] minutes to perform this task ÷ [__] minute increments = ____ increment(s).	Subtotal Cost[vii] = $_____
or		
Hourly Wage with Fringe Benefit Cost = $_____. Charge per increment = $_____.		

5. COPYING (DUPLICATION OR PRINTING) COST [viii]		
Letter (8 1/2 x 11-inch, single- or double-sided): ___ cents per sheet	Number of sheets = _____	Cost = $ _____
Legal (8 1/2 x 14-inch, single- or double-sided): ___ cents per sheet	Number of sheets = _____	Cost = $ _____
Other paper sizes (single- or double-sided): ___ cents per sheet	Number of sheets = _____	Cost = $ _____
Actual and most reasonably economical cost of non-paper physical digital media (or being provided to the requestor in such format as stipulated) = $ _____ *Circle applicable:* Disc / Tape / Drive / Other Digital Medium Cost per Item:	Number of items = _____	Cost = $ _____
		Subtotal Cost = $ _____

6. MAILING COST [ix]		
	Number of envelope(s), package(s), stamp(s), etc.	
Cost of Envelope or Package = $_____	_____	Cost = $ _____
Postage = $_____ per stamp.	_____	Cost = $ _____
Postage = $_____ per pound.	_____	Cost = $ _____
Postage = $_____ per package.	_____	Cost = $ _____
Postal Delivery Confirmation = $_____.	_____	Cost = $ _____
Expedited Shipping or Insurance, if requested = $_____.	_____	Cost = $ _____
		Subtotal Cost = $ _____

Affidavit of Indigency Submitted? Y / N[x] Qualified Non-Profit Organization per Section 4(2)(f)(2)(b) of the FOIA? Y / N	If Yes, subtract $20.00	($_____)
		TOTAL ESTIMATED FEE = $ _____
If the estimated cost exceeds $50.00, a good faith deposit of 50% is required before the request will be processed.	50% Deposit = $ _____.	Date Paid = ___/___/____.
The request will be processed, but the balance of the cost must be paid before copies may be	Balance Due = $_____.	Date Paid = ___/___/____.

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picked up, delivered, or mailed.		

[i] The School may require a one-hundred percent (100%) deposit from a requestor who has not previously paid a fulfilled FOIA request, provided the requirements in Section 5 of the Act are met.

[ii] Please note, 100% of fringe benefit costs will be added to the applicable labor charge if a requestor is notified in writing that public records are available on the School's website or webpage and the requestor continues to request that the School provide a copy, in any format, of the available public record.

[iii] This is the cost of labor directly associated with the necessary searching for, locating, and examining public records in conjunction with receiving and fulfilling a granted written request.

[iv] This is the cost of labor directly associated with duplication of publication, including making paper copies, making digital copies, or transferring digital public records to be given to the requestor on non-paper physical media or through the Internet or other electronic means as stipulated by the requestor.

[v] This is the cost of labor of an in-house, School employee, including necessary review, directly associated with separating and deleting exempt from nonexempt information.

[vi] As this School does not employ a person in-house who is capable of separating exempt from non-exempt information in this particular instance, as determined by the FOIA Coordinator, this is the cost of labor of a contractor (i.e., outside attorney), including necessary review, directly associated with separating and deleting exempt information from nonexempt information. The School will not charge for labor directly associated with redaction if it knows or has reason to know that it previously redacted the record in question and still has the redacted version in its possession.

[vii] This amount shall not exceed six (6) times the State minimum hourly wage rate.

[viii] Copying costs may be charged if a copy of a public record is requested, or for the necessary copying of a record for inspection (i.e., to redact exempt information, to protect old or delicate original public records, or because the original public record is a digital file or database not available for public inspection). No more than the actual cost of a sheet of paper will be charged, up to maximum 10 cents per sheet. Whenever feasible double-sided printing will be utilized.

[ix] The School will charge the actual cost of mailing, if any, for sending records in a reasonably economical and justifiable manner. The School will not charge more for expedited shipping or insurance unless specifically requested by the requestor. The School may charge for the least expensive form of postal delivery confirmation.

[x] Persons establishing indigence (i.e. affidavit that the individual is receiving specific public assistance, or if not stating facts showing an inability to pay) and nonprofit organizations formally designated by the State of Michigan to carry out activities under Developmental Disabilities Assistance and Bill of Rights Act, Public Law 106-402 or the Protection and Advocacy for Individuals with Mental Illness Act, Public Law 99-139, are entitled to a discount. If a requestor is ineligible for the discount, the School shall inform the requestor specifically of the reason for ineligibility in its written response.

New Guideline Spring 2015

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RECEIPT OF LEGAL DOCUMENTS

All legal documents (e.g., Notices of Claim, Information Subpoenas, and Wage Attachments) or other documents served against the School should be received and processed with extreme care and immediate attention. The manner in which legal documents are to be handled and processed is described below.

A. Legal documents shall be delivered to the Superintendent or designee and recorded.

B. School personnel receiving legal documents should note, in writing, the following information regarding delivery of the documents:

   1. manner of delivery (in person, by certified mail, other)

   2. time and date of delivery

   3. name of receiving party

   4. other pertinent information regarding the delivery (e.g., condition)

C. The Receptionist shall transmit all legal documents to the Superintendent.

D. The Superintendent or designee shall forward copies of legal documents to the appropriate insurance or legal advisor.

E. Duplicates shall be filed in the Superintendent's office.

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DENIALS OF FREEDOM OF INFORMATION ACT REQUEST

Section 5 of the Michigan Freedom of Information Act (FOIA) states that written denials, in whole or in part, for information requested under the Freedom of Information Act must include "a full explanation of the requesting person's right to seek judicial review." This explanation must include a notification of the person's potential "right to receive attorney fees and damages." Below is a sample form that might be used:

On _____, the School received your request under the Freedom of Information Act for _____
_____
_____
_____
_____

We have denied your request for this material for the following reason(s):

> *(Be sure to give an explanation of all reasons for denying the request, including those found in Sections 10 and 13 of the Freedom of Information Act, MCLA 15.243. Include as many reasons for denial as can reasonably be claimed since reasons that are relied on later, but which are not stated in the denial letter, may be determined to have been raised in an untimely fashion.)*

We will be able to provide the information you requested but will need ____ days to retrieve it and prepare a copy.

> *(Be sure to indicate the number of days, not to exceed ten (10), and provide the reason(s) for the extension beyond five (5) days.)*

If certain information contained in a public record that you have decided to disclose is being separated or deleted, the statute requires that a description of the separated or deleted information be included.

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TRANSMISSION OF RECORDS AND OTHER COMMUNICATIONS

With the increasing use of fax machines and electronic mail (email) to transmit records and other information, all staff members must keep in mind that protection of confidentiality is very unlikely. Therefore, any information that is considered to be confidential should not be transmitted by such means.

Whenever other parties indicate they will send information of a confidential nature by fax or electronic mail, they should be reminded that the School will be unable to protect the confidentiality of any such information.

Each staff member should ensure that no information contained in a student record (other than Directory Information) or data from a personnel file is to be transmitted to any outside party, other than by sealed mail addressed to the intended individual recipient. The Academy shall not disclose the confidential address of a student or of an employee who has provided proper notice of a participation card issued by the Department of the Attorney General Under the Address Confidentiality Program Act.

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LITIGATION HOLD PROCEDURE

Source: F.R.C.P. 34, 37(f)
R.C.P. 34, 37(F)

Any Board member or employee who receives specific information and/or written notification regarding one of the following instances shall immediately provide that information and/or written notification to the Administrator:

A. an individual, parent or student intends to appeal a student discipline to State court;

B. litigation is imminent even though the litigation has not yet been filed in Federal or State court;

C. the Board is served with litigation, including, but not limited to, notice of a lawsuit in Federal or State court, or notice of a student disciplinary appeal to State court;

D. an employee, labor union or other person intends to file a claim against the Board, its member, employees or agents at an administrative agency such as the Equal Employment Opportunity Commission, Michigan Civil Rights Commission, State Employment Relations Board, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission;

E. an administrative agency, such as the Equal Employment Opportunity Commission, Michigan Civil Rights Commission, State Employment Relations Board, U.S. Department of Education Office for Civil Rights, State Personnel Board of Review, or a Civil Service Commission, intends to investigate a claim against the Board, its members, employees or agents;

F. a third party requests that a Board member or employee maintain information that could be at issue in litigation or potential litigation against that third party;

G. the Administrator recommends the termination of an employee to the Board pursuant to a labor contract;

H. the Board is exploring, contemplating or initiating litigation.

Upon receipt, the Administrator shall review the specific information and/or written notification to determine whether Policy 8315 - Information Management - applies. If it does, the Administrator shall initiate a Litigation Hold applicable to all relevant information. The Administrator also will notify the Board of the scope of and reason for implementation of the Litigation Hold.

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To initiate a "Litigation Hold," the Administrator or designee shall immediately notify the School Records Commission to suspend all records disposal procedures until the matter under the "Litigation Hold" is fully defined and information falling under the "Litigation Hold" identified. The notification to the School Records Commission shall be documented.

A "Litigation Hold" is a procedure that identifies and preserves information relevant to a matter by identifying individuals in possession or custody of paper documents, electronically stored information ("ESI") and electronic media storing ESI, and informing them of their obligation to preserve such information outside the "Records Retention Schedule". Third parties with control or custody of paper documents, ESI or electronic media storing ESI also are notified of the "Litigation Hold" and requested to preserve that information until notified otherwise. All information covered by a "Litigation Hold" must be prospectively preserved and cannot be disposed of under the "Records Retention and Disposal" requirements until the "Litigation Hold" is removed.

Definitions

"Information" includes all paper documents and ESI.

"Documents" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any medium from which information can be obtained or translated if necessary.

"ESI" includes, but is not limited to, writings, drawings, graphs, charts, photographs, blueprints, sound recordings, images and other data or data compilations stored in any electronic media from which information can be obtained or translated if necessary. It includes, but is not limited to, e-mails, e-mail attachments, instant messages, word processing files, spreadsheets, pictures, application program and data files, databases, data files, metadata, system files, electronic calendar appointments, scheduling program files, TIFF files, PDF files, MPG files, JPG files, GIF files, network share files, internal websites, external websites, newsgroups, directories, security and access information, legacy data, audio recordings, voice mails, phone logs, faxes, internet histories, caches, cookies or logs of activity on computer systems that may have been used to process or store electronic data.

"Electronic Media" includes, but is not limited to, hard drives (including portable hard disk drives "HDD's"), floppy drives, disaster recovery media, and storage media (including DVD's CD's, floppy discs, Zip discs/drives, Jazz discs/drives, USB memory drives, jump discs/drives, flash discs/drives, keychain discs/drives, thumb discs/drives, smart cards, micro-film, backup tapes, cassette tapes, cartridges, etc.), accessed, used and/or stored on/in/through the following locations: networks and servers; laptop and desktop work computers; home and personal computers; other computer systems; backup computers or servers; archives; personal digital assistants ("PDAs" – including Palm, Blackberry, cellular phone, tablet PC, etc.); pagers; firewalls; audit trails and logs, printers; copiers; scanners; digital cameras; photographic devices; or video cameras and devices. Electronic media shall also include any item containing or maintaining ESI that is obtained by the School for Board member or employee usage or that Board member or employee uses for such purpose (even if privately owned by the Board member or employee) from the date this policy is adopted into the future.

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ESI Team

The Administrator may utilize an Electronically Stored Information Team ("ESI Team") to implement a "Litigation Hold". The ESI Team shall be responsible for recommending to the Administrator actions necessary to implement the "Litigation Hold" and for any other action(s) designated to it by the Administrator. The ESI Team shall be comprised of the School Record Custodian, the primary School Information Technology administrator, a School Operations Administrator, and any other individual the Administrator designates. If the School is utilizing an attorney to handle the matter that is the cause of the "Litigation Hold," the attorney will also be a member of the ESI Team or attend key ESI Team meetings as directed by the Administrator. The ESI Team shall document any meetings held and recommended actions.

The Administrator or designee, or the ESI Team (if the Administrator determines to utilize one), will (a) define the matter under the "Litigation Hold"; (b) identify information falling under the "Litigation Hold"; (c) identify all individuals and third party entities who have custody of documents, ESI or electronic media containing ESI regarding the matter under the "Litigation Hold"; and (d) identify all individuals responsible for records disposal "Records Retention and Disposal". If the ESI Team completed the above actions, it will report the above information to the Administrator. The Administrator or designee will notify all identified individuals, third party entities and the School Records Commission of the "Litigation Hold" and their responsibility to preserve all information regarding the "Litigation Hold" matter in their custody or control in a readily accessible form. After distribution of the "Litigation Hold" notifications, the ESI Team (if one is used) or the Administrator or designee shall be responsible for regularly verifying that all documents, ESI and electronic media containing ESI regarding the "Litigation Hold" matter are properly preserved. The ESI Team (if one is used) or the Administrator or designee will review the "Litigation Hold" as necessary, and at least on a quarterly basis, the Administrator or designee will reissue the Litigation Hold notice to the affected individuals and third party entities to remind them of their ongoing duty to properly preserve all information covered by the "Litigation Hold". The Administrator or designee, in conjunction with the ESI Team (if one is used), will document all steps taken to implement the "Litigation Hold".

A "Litigation Hold" shall remain in place until removed by the Board. A "Litigation Hold" may be removed when the litigation or administrative agency matter has been resolved or can no longer be initiated. The Administrator or designee shall notify the School Records Commission and all individuals and third party entities notified of a "Litigation Hold" when the “Litigation Hold" for a matter is removed.

This administrative guideline, along with Policy 8315, shall be posted and distributed in a manner that places all Board members and employees on notice of their responsibilities under Policy 8315 - "Information Management" – and this administrative guideline.

Records Retention and Disposal Schedule for – Michigan Public Schools (Education Bulletin #522 Revised)

http://www.michigan.gov/recordsmanagement/

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CRIMINAL JUSTICE INFORMATION SECURITY (NON-CRIMINAL JUSTICE AGENCY)

In conjunction with Policy 8321, the following procedures and protocols shall be used to provide for the security, confidentiality, and integrity of criminal justice information (CJI) and criminal history (CHRI) records received from the Michigan State Police and the Federal Bureau of Investigation.

Passwords

Passwords are an important aspect of computer security. They are the front line of protection for user accounts. A poorly chosen password may result in a compromise of School's entire network. As such, all School employees (including contractors and vendors with access to School systems) are responsible for taking the appropriate steps, as outlined below, to select and secure their password.

Scope

This protocol includes all personnel who have or are responsible for an account (or any form of access that supports or requires a password) on any system that resides at any School facility which has access to or stores any non-public criminal history or criminal justice information.

General

A. All system-level passwords (e.g., root, enable, network administrator, application administration accounts, etc.) must be changed at least every ninety (90) days.

B. If applicable, all production system-level passwords must be part of the Information Security administrated global password management database.

C. All user-level passwords (e.g., email, web, desktop computer, etc.) must be changed at least every ninety (90) days.

D. User accounts with access to NCIC privileges must have a unique password from all other accounts held by that user.

E. Passwords must not be inserted into email messages or other forms of electronic communication.

F. Where simple network management protocol (SMTP) is used, the community strings must be defined as something other than the standard defaults of "public," "private," and "system" and must be different from passwords used to log in interactively. A keyed hash must be used where available (e.g., SNMPv2).

G. All user-level, system-level, and NCIC access level passwords must conform to the guidelines described below.

[1]

[1] **Applicable to academies that maintain CHRI within an electronic system of records, such as an electronic database, filing system, record keeping software, spreadsheets, etc. Not applicable if CHRI kept solely via e-mail and/or paper copies.**

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Password Guidelines

A. Avoid poor, weak passwords which have the following characteristics:

1. The password contains less than eight (8) characters.

2. The password is a word found in a dictionary (English or foreign).

3. The password is a common usage word such as:

a. names of family, pets, friends, co-workers, fantasy characters, etc.

b. computer terms and names, commands, sites companies, hardware, software

c. the words "School," "WVSP," "HPD," "CKSFP" or any derivation

d. birthdays and other personal information such as addresses and phone numbers

e. word or number patterns like aaabbb, 111222, zyxwvts, 4654321, etc.

f. any of the above spelled backward like nhoj, yrrehckcalb, yffulf, etc.

g. any of the above preceded or followed by a digit (e.g., secretl, lsecret)

B. Use strong passwords which have the following characteristics:

1. contain both upper and lower case characters (e.g., a-z, A-Z)

2. have digits and punctuation characters as well as letters, e.g., 0-9. !@#$%^&()_+{}[]:";<>?,.?

3. are at least eight (8) alphanumeric characters long

4. are not a word within any language, slang, dialect, jargon, etc.

5. are not based on personal information, names of family, etc.

6. passwords based on a song title, affirmation, or other phrase For example, the phrase might be: "This May Be One Way To Remember" and the password could be: "TmB1w2R!" or "TmblW>r~" or some other variation. NOTE: Do not use either of these examples as passwords

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Password Deletion

All passwords that are no longer needed must be deleted or disabled immediately. This includes, but is not limited to, the following:

A. when a user retires, quits, is reassigned, released, dismissed, etc.

B. default passwords shall be changed immediately on all equipment

C. contractor accounts, when no longer needed to perform their duties

When a password is no longer needed, the following procedures should be followed:

A. Employee should notify his/her immediate supervisor.

B. Contractor should inform his/her point-of-contact (POC).

C. Supervisor or POC should fill out a password deletion form and send it to the School's LASO.

D. LASO will then delete the user's password and delete or suspend the user's account.

E. A second individual from that department will check to ensure that the password has been deleted and user account was deleted or suspended.

F. The password deletion form will be filed in a secure filing system.

Password Protection Standards

Do not use your User ID as your password. Do not use the same password for School accounts as for NCIC accounts. For example, select one password for your Windows account login and a different one for your NCIC account login. Do not share School passwords with anyone, including administrative assistants or secretaries. All passwords are to be treated as sensitive, confidential School information.

Here is a list of "do not's":

A. Don't reveal a password over the phone to anyone.

B. Don't reveal a password in an e-mail message.

C. Don't reveal a password to the boss.

D. Don't talk about a password in front of others.

E. Don't hint at the format of a password (e.g., "my family name").

F. Don't reveal a password on questionnaires or security forms.

G. Don't share a password with family members.

H. Don't reveal a password to a co-worker while on vacation.

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I. Don't use the "Remember Password" feature of applications.

J. Don't write passwords down and store them anywhere in your office.

K. Don't store passwords in a file on ANY computer system without encryption.

If someone demands a password, refer them to this document or have them call LASO.

If an account or password is suspected to have been compromised, report the incident to the LASO and change all passwords.

Password cracking or guessing may be performed on a periodic or random basis by the FBI or MSP. If a password is guessed or cracked during one of these scans, the user will be required to change it.

Application Development Standards

Application developers must include the following security precautions in their programs:

A. authentication of individual users, not groups

B. no storage of passwords in clear text or in any easily reversible form

C. support for Terminal Access Controller Access Control System+ (TACACS+), Remote Authentication Dial-In User Service (RADIUS), and/or X.509 with Lightweight Directory Access Protocol (LDAP) security retrieval, wherever possible

Remote Access Users

Access to the School networks via remote access is to be controlled by using either a Virtual Private Network (in which a password and User ID are required) or a form of advanced authentication (i.e., Biometrics, Tokens, Public Key Infrastructure (PKI), Certificates, etc.). Access to the School networks via personal communication devices ("PCDs") shall be strictly controlled and authorized.

Encryption

When encryption is required under Policy 8321, it shall comply with the following standards and procedures.

A. Encryption shall be a minimum of 128 bit.

B. When CJI is transmitted outside the boundary of the physically secure location, the data shall be immediately protected via cryptographic mechanisms (encryption).

2

[2] Applicable to academies that maintain CHRI within an electronic system of records, such as an electronic database, filing system, record keeping software, spreadsheets, etc. Not applicable if CHRI kept solely via e-mail and/or paper copies.

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EXCEPTIONS:

1. Any cellular device used to transmit CJI via voice is exempt from the encryption and authentication requirements when an officer determines there is an immediate need for the CJI to further an investigation or situations affecting the safety of an officer or the general public.

2. CJI transmitted via facsimile is exempt from encryption requirements.

C. When CJI is at rest (i.e. stored electronically) outside the boundary of the physically secure location, the data shall be protected via cryptographic mechanisms (encryption).

D. When encryption is employed, the cryptographic module used shall be certified to meet FIPS 140-2 standards.

1. Note 1: Subsequent versions of approved cryptographic modules that are under current review for FIPS 140-2 compliancy can be used in the interim until certification is complete.

2. Note 2: While FIPS 197 (Advanced Encryption Standard) certification is desirable, a FIPS 197 certification alone is insufficient as the certification is for the algorithm only vs. the FIPS 140-2 standard which certifies the packaging of an implementation.

3. For agencies using public key infrastructure technology, the agency shall develop and implement a certificate policy and certification practice statement for the issuance of public key certificates used in the information system. Registration to receive a public key certificate shall:

a. Include authorization by a supervisor or a responsible official.

b. Be accomplished by a secure process that verifies the identity of the certificate holder.

c. Ensure the certificate is issued to the intended party.

Disposal of Media Procedures

When no longer usable, diskettes, tape cartridges, ribbons, hard copies, print-outs, and other similar items used to process or store classified and/or sensitive data, including CHRI, shall be properly disposed of in accordance with measures established by the School. The following procedures will be followed:

A. When no longer usable, hard copies and print-outs shall be placed in properly marked shredding bins located in a secure location only accessible by authorized individuals.

B. Diskettes and tape cartridges shall be taken apart and placed in the properly marked shredding bins.

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C. After media has been shredded it will be placed in appropriate bins to be incinerated or disposed of properly.

IT systems that have processed, stored, or transmitted sensitive and/or classified information shall not be released from the School's control until the equipment is sanitized and all stored information has been cleared. For sensitive, but unclassified information, the sanitization method shall be approved by the School. For classified systems, National Security Association approved measures shall be used. The following procedure will be followed:

A. Employees will send all hardware that processes and/or stores classified and/or sensitive data to the School <Security Personnel> to be properly disposed.

B. The School's Technology Director will dispose of hardware by one of the following methods:

1. Overwriting - an effective method of clearing data from magnetic media. As the name implies, overwriting uses a program to write (1s, 0s, or a combination of both) onto the location of the media where the file to be sanitized is located. The number of times the media is overwritten depends on the level of sensitive information but must be a minimum of 3 times if CHRI.

2. Degaussing - a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets (e.g., those used to hang a picture on a wall) are fairly weak and cannot effectively degauss magnetic media.

3. Destruction - a method of destroying magnetic media. As the name implies, destruction of magnetic media is to physically dismantle by methods of crushing, disassembling, etc.

Also, computers that are used to transmit classified and/or sensitive information must protect residual data. This can be accomplished with the use of integrated encryption technology. This technology uses a device or software which encrypts all data as it is written to the disk. When the user retrieves a file, the data is automatically decrypted for the owner to use. This encryption/decryption process is typically transparent to the user. Should the hard drive be removed, no usable data can be retrieved.

Security Training Records

At a minimum, the following topics shall be addressed as baseline security awareness training for all authorized personnel with access to CJI:

A. rules that describe responsibilities and expected behavior with regard to CJI usage

B. implications of noncompliance

C. incident response (Points of contact; Individual actions)

D. media protection

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E. visitor control and physical access to spaces - discuss applicable physical security policy and procedures, e.g., challenge strangers, report unusual activity

F. protection of information subject to confidentiality concerns - hardcopy through destruction

G. proper handling and marking of CJI

H. threats, vulnerabilities, and risks associated with handling of CJI

I. social engineering

J. dissemination and destruction

Personnel with Physical and Logical Access

In addition to the above, the following topics, at a minimum, shall be addressed as baseline security awareness training for all authorized personnel with both physical and logical access to CHRI and CJI:

A. rules that describe responsibilities and expected behavior with regard to information system usage

B. password usage and management - including creation, frequency of changes, and protection

C. protection from viruses, worms, Trojan horses, and other malicious code

D. unknown e-mail/attachments

E. web usage - allowed versus prohibited; monitoring of user activity

F. Spam

G. physical Security - increases in risks to systems and data

H. media Protection

I. handheld device security issues - address both physical and wireless security issues

J. use of encryption and the transmission of sensitive/confidential information over the Internet - address agency policy, procedures, and technical contact for assistance

K. laptop security - address both physical and information security issues

L. personally owned equipment and software - state whether allowed or not (e.g., copyrights)

M. access control issues - address least privilege and separation of duties

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N. individual accountability - explain what this means in the agency

O. use of acknowledgement statements - passwords, access to systems and data, personal use and gain

P. desktop security - discuss use of screensavers, restricting visitors' view of information on screen (mitigating "shoulder surfing"), battery backup devices, allowed access to systems

Q. protection of information subject to confidentiality concerns—in systems, archived, on backup media, and until destroyed

R. threats, vulnerabilities, and risks associated with accessing CJIS Service systems and services

Personnel with Information Technology Roles

In addition to both sets of requirements above, the following topics at a minimum shall be addressed as baseline security awareness training for all Information Technology personnel (system administrators, security administrators, network administrators, etc.):

A. protection from viruses, worms, Trojan horses, and other malicious code - scanning, updating definitions

B. data backup and storage - centralized or decentralized approach

C. timely application of system patches - part of configuration management

D. access control measures

E. network infrastructure protection measures

Security Training Records

Records of individual basic security awareness training and specific information system security training shall be documented, kept current, and maintained by the LASO and provided to MSP as request or required.

New Guideline Fall 2012
Revised Guideline Spring 2014; Spring 2021

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STUDENT RECORDS

Reference: 20 U.S.C. 1232g
34 C.F.R. Part 99

Student records shall be maintained in accordance with Board of Education Policy 8330 and State/Federal laws and regulations.

If the parent or legal guardian of a student provides the School with notice that s/he/they have received a participation card issued by the attorney general under the address confidentiality program act, the School shall not disclose the confidential address of the student, regardless of any other provision of this guideline. The Superintendent, or his/her designee, shall develop a process to ensure that a student's participation in the address confidentiality program act is appropriately noted to avoid disclosure of this information to any person or entity.

The student record is the legal record for each student. All information contained in the student record must be factual, verifiable, and of a constructive nature. The Board shall collect, maintain, and use only information necessary for legally mandated functions.

Education Records, as defined in 34 C.F.R. 99.3 (Family Educational Rights and Privacy Act), means those records, files, documents and other materials that are: (1) directly related to a student; and (2) maintained by Board or by a party acting for the Board. "Record" means any information recorded in any way, including, but not limited to: handwriting; print; computer media; tape; film; microfilm and microfiche.

Student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent(s) or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the School reasonably believes knows the identity of the student to whom the education record relates.

The term, Education Records, does not include:

A. records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto that are:

1. kept in the sole possession of the maker thereof; and

2. used only as a personal memory aid; and

3. not accessible or revealed to any other person except a temporary substitute for the maker of the record;

For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his/her position.

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B. records maintained by a law enforcement unit (e.g., School Resource Officer) of the School that were created by that law enforcement unit for the purpose of law enforcement.

C. records relating to an individual who is employed by the Board, that:

1. are made and maintained in the normal course of business;
2. relate exclusively to the individual in that individual's capacity as an employee; and

3. are not available for use for any other purpose.

Records, however, relating to an individual at the School who is employed as a result of his/her status as a student are education records.

D. records on a student who is eighteen (18) years of age or older, or is attending an institution of postsecondary education, that are:

1. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his/her professional capacity, or assisting in a paraprofessional capacity; and

2. made, maintained, or used only in connection with treatment of the student; and

3. disclosed only to individuals providing the treatment (except, that the records can be personally reviewed by a physician or other appropriate professional of the student's choice). For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the educational agency or institution;

E. records created or received by the Board after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student (e.g. information pertaining to the accomplishments of alumni);

F. grades on peer-graded papers before they are collected and recorded by a teacher.

The School maintains or may establish video surveillance for security reasons at various areas around its facilities and on its buses. Video recordings which show students may constitute a student record, under certain circumstances. This is generally where the record is maintained to document student conduct or misconduct, unless it is maintained for law enforcement purposes as described above. Generally video taken of athletic events or other student performances which are open to the public will not be considered student records. The Superintendent or designee will determine whether the video constitutes a student record prior to the release of any video surveillance containing students, other than to authorized individuals.

The student's school record shall contain the following information that shall be retained permanently or for one hundred years:

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A. name, address and telephone listing of parent (see Form 8330 F1)

B. enrollment data to include validated birth record, proof of residency, immunization records, and social security number or computer number

C. attendance records

D. grades and/or transcripts

E. standardized and/or mandated achievement test data, including proficiency/achievement test records that include the date each student meets the proficient level for the test administered; and

F. date of graduation and/or transfer or withdrawal

The student's education records shall contain, if applicable to the individual, the following information, to be retained for a period not less than two (2) years beyond the date of high school graduation:

A. health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law

B. court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records

C. awards and recognitions

D. information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act or other applicable State laws and regulations

E. reports and such other confidential information generated by professionals or agencies outside the School relevant to the student's educational program

F. such other verifiable, factual and relevant information to be used in making decisions regarding the student's educational program, including disciplinary records Disciplinary records are **not** to be removed from the permanent record when the student leaves the school.

G. disciplinary records including any suspension and expulsion action must be included in records transferred to a receiving school

Whenever the School is notified by the Michigan Department of Health and Human Services and/or applicable custodial agency that a student has been placed into foster care or has a change in his/her foster care status or living arrangements, the staff member in charge of admission shall update that student’s records to reflect the foster care placement or change in foster care status or living arrangements. The student’s records shall be updated within twenty-four hours (24) of receiving notification from the MDHHS or the applicable custodial agency.

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RESPONSIBILITY

The Custodian of Records (COR) shall be the principal who may delegate certain responsibilities to the school secretary. The COR is responsible for maintaining the confidentiality of directory information, if the parents or eligible student have so requested, and other personally identifiable information in the education records. The COR is responsible for the implementation of this Board's policies and procedures regarding confidentiality, including informing all personnel in this School who collect, maintain, use, or otherwise have access to student records of this Board's policies and procedures on confidentiality.

If the parent or legal guardian of a student provides the School with notice that s/he/they have received a participation card issued by the attorney general under the address confidentiality program act, the COR shall not disclose the confidential address of the student, regardless of any other provision of this policy.

The School's Records Officer (DRO) shall prepare an annual notice to parents/eligible students that informs them of their rights to (see Form 8330 F9):

A. inspect and review the student's education records;

B. request an amendment to the records if the parent or eligible student believes the information to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;

C. limit the disclosure of personally-identifiable information defined as directory information within Policy 8330 or to such other disclosures not required by law;

D. request a hearing if the Board refuses to amend records believed by the parent or eligible student to be misleading or inaccurate and to file a complaint with the United States Department of Education if the parent /eligible student is dissatisfied with the results of the hearing;

E. obtain a copy of the Board's policy on student records.

The notice may be in the form of a section of the local newspaper, School's newsletter, and/or the student handbooks (see Form 8330 F9).

The Superintendent will also develop a list of uses for which the School commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his or her child's directory information disclosed for 1 or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first 30 days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

If an opt-out form is signed and submitted to the School by a student's parent or legal guardian, the School shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age 18 or is an emancipated minor may act on his or her own behalf with respect to the opt-out form.

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Ongoing Maintenance of Records

A. Public Listing of Authorized Employees (see Form 8330 F2)

1. Each COR shall maintain a current listing of those employees and other persons, approved by the DRO, authorized to access personally-identifiable information housed at the location specified.

2. Each COR shall post and maintain the listing for public inspection at his/her respective location.

B. Types and Location of Records

1. The DRO shall prepare a listing of the types and locations of records collected, maintained, or used by the School, and the name of the COR at each location.

   The list shall be provided to parents/eligible students upon request.

2. Education records shall be stored in secured facilities and/or equipment, and shall be available only to those specified in policy or these guidelines. Reasonable and appropriate methods (including but not limited to physical and/or technological access controls) shall be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest. The COR is directed to utilize reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the School discloses personally identifiable information from education records.

C. Consent to Disclose Information (see Form 8330 F4 and Form 8330 F8)

1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain written and dated consent, prior to disclosure of records, from parents/eligible students, which includes:

   a. the records that may be disclosed;

   b. the purpose for which the disclosure may be made;

   c. the party or class of parties to whom the disclosure may be made;

   d. whether or not the parents/eligible students wish to have a copy of the records disclosed and/or, if the student is not an eligible student, whether the Board should provide that student with a copy of the disclosed record.

   Signed permission should be obtained from eligible students prior to allowing their parents access to the records provided the student is

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not considered a dependent under Section 152 of the Internal Revenue Code.

2. Prior consent will not be needed if:

   a. the disclosure is to school officials, including teachers, who have a legitimate educational interest (as defined by Board policy) in the information;

      In order for a contractor, consultant, volunteer or other party to whom the Board has outsourced institutional services or functions to be considered a school official, the outside party must:

      1) perform an institutional service or function for which the Board would otherwise use employees;

      2) be under the direct control of the Board with respect to the use and maintenance of education records; and

      3) be subject to applicable provisions governing the use and re-disclosure of personally identifiable information from education records.

   b. the disclosure is to another school, or postsecondary institution, as stated in Board policy;

   c. the disclosure is, subject to the conditions set forth in applicable Federal and/or State statutes and/or regulations, to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the United States Secretary of Education, or State and local educational authorities;

   d. the disclosure is in connections with a student's application for or receipt of financial aid; (See section below entitled: "Disclosure for Student Financial Aid");

   e. the disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction;

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Disclosures pursuant to this paragraph are limited to circumstances when the study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information; the information is destroyed when no longer needed for the purposes for which the study was conducted; and the Board enters into a written agreement with the organization that contains all the content required by applicable Federal regulations;

f. the disclosure is to accrediting organizations to carry out their accrediting functions;

g the disclosure is to parents of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;

h. the disclosure is to comply with a judicial order or lawfully issued subpoena;

Disclosures permitted by this paragraph may only occur after the Board makes a reasonable effort to notify the parent or eligible student of the order or subpoena, so the parent or eligible student may seek protective action, unless the disclosure is authorized by applicable Federal regulations. The Board need not notify the parent when the parent is a party to a court proceeding involving child abuse and neglect (as defined in Section 3 of the Child Abuse Prevention and Treatment Act) or dependency matters, and the order is issued in the context of that proceeding. Additionally, if the Board initiates legal action against a parent or student, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to proceed with the legal action as plaintiff. Likewise, if a parent or student initiates legal action against the Board, the Board may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the Board to defend itself.

i. the disclosure is in connection with an emergency; (See section below entitled: "Emergency Release");

j. the disclosure is information the Board has designated as "directory information";

k. the disclosure is to the parent of a student who is not an eligible student, or to the student (except for addresses of students for whom the School has received a participation card issued by the attorney general under the address confidentiality program act);

l. the disclosure concerns sex offenders and other individuals required to register under Section 170101 of the Violent

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Crime Control and Law Enforcement Act of 1994, and the information was provided to the Board pursuant to that law and its implementing regulations;

m. the disclosure concerns the juvenile justice system and its ability to serve, prior to adjudication, the student whose records are released, providing the officials to whom the records are released certify, in writing, to the School that the information will not be released to a third party, except as provided by State law, without the prior written consent of the parents;

n. the disclosure is authorized by other sections of Family Education Rights and Privacy Act (FERPA).

o. the disclosure is to an agency caseworker or other representative of a State or local child welfare agency, or tribal organization as defined in Federal law, who has the right to access a student's case plan as determined by the agency or organization, when such agency or organization is legally responsible for the care and protection of the student provided the education records and personally identifiable information will not be unlawfully released to third parties;

The agency or organization may release the education records and personally identifiable information to an individual or entity engaged in addressing the student's education needs and authorized by the agency or organization to receive such disclosure and such disclosure is consistent with State or tribal laws applicable to protecting the confidentiality of a student's education records.

3. De-identified Records and Information – The School may release education records without prior consent if all personally identifiable information has been removed provided the administration (i.e., the DRO and COR) have made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

4. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this School that the student is under the care of a shelter for victims of domestic violence.

D. Notification of Collection, Creation and Disclosure

Upon written request by a student's parent or legal guardian, the School shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the School as part of the student's education records.

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If the School provides any personally identifiable information concerning the student that is collected or created by the School as part of the student's education records to any person, agency, or organization, then the School shall disclose to the student's parent or legal guardian upon his or her written request:

1. The specific information that was disclosed.

2. The name and contact information of each person, agency, or organization to which the information has been disclosed.

3. The legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within 30 days after the School receives the written request and without charge to the parent or legal guardian.

The School is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the School as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

1. Provision of such information to the Michigan Department of Education or CEPI.

2. Provision of such information to the student's parent or legal guardian.

3. Provision of such information to its authorizing body or to an educational management organization with which it has a management agreement.

4. Provision of such information to or from its intermediate school board or to another intermediate school board providing services to the School or its students pursuant to a written agreement.

5. Provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age 18, the student.

6. Provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction.

7. Provision of such information as necessary for standardized testing that measures the student's academic progress and achievement.

8. Provision of such information that is covered by the opt-out form described above, unless the student's parent or legal guardian or, if the student is at least age 18 or is an emancipated minor, the student has signed and submitted the opt-out form referenced below.

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Parents: Disclosure, Inspection, Review of Records

The COR shall permit parents/eligible students, upon request, to retrieve information from and to inspect and review, records that are maintained by the School that relate to the student's education unless otherwise prohibited by law. The following conditions shall apply:

A. At times, agencies or individuals outside the School provide the School with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the School only with the written consent of the parent. Upon parental request the Board will notify the parent with the date and source of any record generated outside the School so that parents may access these records through the originator.

B. If any education record includes information on more than one (1) student, the parents/eligible student shall have the right to review and inspect only the part of the record that relates to the student, or to be informed of that specific information.

C. The request for access to records must be honored within a reasonable period, but in no case later than forty-five (45) days from receipt of the request. Requests to inspect and review education records that are collected, maintained or used by the School with respect to students with disabilities must be honored without unnecessary delay**,** and before any meeting regarding an individualized educational program (IEP), hearing relating to the identification, evaluation, or placement of the student, or resolution session, and in no case more than forty-five (45) days after the request was made.

D. The parents/eligible students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent that:

1. specifies the records that may be disclosed;

2. states the purpose of disclosure;

3. identifies the party or class of parties to whom the disclosure may be made.

E. The Board shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

If the parents/eligible students request an opportunity to inspect and review records, a written request is necessary.

F. The parents/eligible students are to complete the Board's Request for Information Form 8330 F5 prior to receiving copies of any record.

The COR shall arrange a mutually-agreeable time for the review with the parents/eligible students.

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G. Subject to the limitations within the law, policy, and/or guidelines, the COR shall provide parents/eligible students with copies of any information in the student's education records and shall respond to reasonable requests for explanation and interpretation of the records. Copies of the records shall be provided for the current cost of duplication unless that fee effectively prevents the parents/eligible students from exercising the right to inspect and review the records.

H. If the parents/eligible students request disclosure of specific information by telephone, the COR shall not disclose requested information.

I. The School shall not destroy any education record if there is an outstanding request to inspect and review the record.

J. Parents/Eligible students who have provided the School with signed security and release documents may access the confidential attendance and academic record information about their student through the Internet. Neither the School nor its employees will be held responsible for any privacy violation by the parent/eligible student or any unauthorized party.

Third Party: Disclosure, Inspection/Review, and/or Copies of Records

When authorized, the COR shall permit inspection and review of a student's education records, disclose specified information, or provide copies of education records only after the requesting party has agreed not to share the information with a third party unless the parents/eligible students have so consented or the particular circumstances meet the requirements of the law on third-party disclosure.

Amendments of Records (see Form 8330 F6a, Form 8330 F6b, Form 8330 F6c)

The COR shall provide parents/eligible students with the opportunity to amend records when they believe that any of the information regarding their child is inaccurate, misleading, or violates the student’s privacy.

A. Upon receipt of a written request to amend records, the COR shall ascertain the specific information that is requested to be amended and the reason for the change.

The COR shall decide whether or not to amend the record.

B. If the COR decides not to amend, the parents/eligible students shall be so informed of the decision as well as of their rights to a hearing. The parents/eligible students also have the right to place a statement in the records commenting on the contested information in the records and/or stating s/he disagrees with the decision of the COR. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

C. Unless specified otherwise in law, third parties seeking to access confidential information in a student's record that has been generated by a professional or agency outside the School may access these records only through the originator and in compliance with the laws governing disclosure.

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D. If the Board and parents/eligible students agree to the requested amendments, the COR shall make necessary changes in the student record and send the parents/eligible students written confirmation that the changes have been made.

E. If the parents/eligible students request a Records Hearing, the Superintendent shall:

1. select the Records Hearing Officer (RHO) (who may be an official of the School who does not have a direct interest in the outcome of the hearing);

2. direct the person selected as the RHO to arrange a hearing with the parents/eligible students within ten (10) business days from the date of the hearing request or at a mutually agreed time.

The RHO shall inform the parents/eligible students that they shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

The RHO is responsible for maintaining the student's record during the appeal process so that no information is lost or destroyed.

F. The RHO shall conduct the hearing by:

1. introducing the participants;

2. reviewing the agenda for the hearing;

3. identifying the records in question;

4. reviewing the items for which amendment is being requested;

5. allowing the parents/eligible students and/or their representative to present evidence related to the issues;

6. allowing the Board's representative(s) to present evidence related to the issues;

7. recording the evidence presented by both parties;

8. allowing each party a reasonable period of time to question the evidence of the other party;

9. adjourning the hearing.

G. No later than ten (10) business days from the conclusion of the records hearing, the RHO shall summarize and send a copy of the findings to the Superintendent (see Form 8330 F7).

H. The Superintendent, within ten (10) business days after receiving the findings of the RHO, shall make a decision, based solely upon the evidence

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presented at the hearing, and send to the parents/eligible students:

1. a letter stating the decision and the justification for the decision;

2. a copy of the RHO's Report;

3. copies of the amended records, if any;

4. a notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

EMERGENCY RELEASE

The COR may release any personally-identifiable information (without parent's/eligible student's consent) to appropriate parties, including parents of eligible students, in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of a request for emergency information, the COR, shall consider the totality of the circumstances pertaining to a threat to the health or safety of others. If the COR determines that an articulable and significant threat exists, s/he may release information from education records to any necessary individuals. If the COR or another school official releases personally identifiable information pursuant to this Section, s/he must record in the student's education records the basis for the decision that a health or safety emergency existed.

TRANSFER OF RECORDS TO OTHER SCHOOLS

Transfer of student records must be within twenty (20) days of request and shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this School.

The COR shall transfer a student's records to another school when requested by the School in which the student intends to enroll, provided that:

A. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible students; or Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);

B. the parent or eligible student, upon request, receives a copy of the record; and

C. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record.

A copy of the cover letter sent to the school shall be retained in the student's file.

If parents/eligible students request a copy of the records being transferred, they shall be provided free of charge.

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If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

DISCLOSURE FOR STUDENT FINANCIAL AID

The COR may release, without parents' consent, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the education records of the student may be used only to:

A. determine the eligibility of the student for financial aid;

B. determine the amount of financial aid;

C. determine the conditions which will be imposed regarding the financial aid;

D. enforce the terms or conditions of the financial aid.

DISCLOSURE FOR PURPOSES OF MARKETING OR SELLING INFORMATION

The School shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a student's education records. This does not apply to any of the following situations:

A. Providing the information to an educational management organization with which the School has a management agreement.

B. Providing the information as necessary for standardized testing that measures the student's academic progress and achievement.

C. Providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with the School.

The parent of a student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. The parent must submit a written request to the building principal at least fifteen (15) days before the scheduled date of the activity. The instrument will be provided within ten (10) business days of the principal receiving the request. Parents will be notified at least annually at the beginning of the school year of the specific or approximate date(s) during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

A. college or other postsecondary education recruitment, or military recruitment;

B. book clubs, magazines, and programs providing access to low-cost literary products;

C. curriculum and instructional materials used by elementary and secondary schools;

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D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

E. the sale by students of products or services to raise funds for school-related or education-related activities; or

F. student recognition programs.

Directory Information

In accordance with Federal and State law, the Board shall release the names, addresses, Academy-assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, District-assigned e-mail address (if available), and telephone listing not be released without the prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces. The School Leader is authorized to charge mailing fees for providing this information to a recruiting officer.

Parents and eligible students may refuse to allow the Board to disclose any or all of such directory information upon written notification to the Board within ten (10) days after receipt of the annual public notice.

The Board may disclose directory information, on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

Safeguarding Education Records and Responding to Data Breaches

Significant challenges exist with respect to the safeguarding of education records from unauthorized access and disclosure. These challenges include inadvertent posting of students' grades or financial information on publicly available Web servers; theft or loss of laptops and other portable devices that contain education records; computer hacking; and failure to retrieve education records at termination of employment or service as a contractor, consultant or volunteer. In light of these challenges, the DRO and COR are directed to work with the School's IT Department/Staff to identify, implement and administer appropriate methods and security controls to protect education records, especially those in electronic information/data systems.

The School's IT Department/Staff is encouraged to review the National Institute of Standards and Technology (NIST) Special Publication (SP) (800-100, "Information Security Handbook: A Guide for Mangers," and NIST SP 800-53, "Recommended Security Controls for Federal Information Systems" for guidance and to use any methods or technologies they determine are reasonable to mitigate the risk of unauthorized access and disclosure taking into account the likely harm that would result. The IT Department/Staff is charged with development of

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appropriate responses to data breaches and other unauthorized disclosures, and said steps should include at a minimum the following:

A. reporting the incident to law enforcement authorities;

B. determining exactly what information was compromised (e.g. names, addresses, SSNs, ID numbers, grades, etc.);

C. taking steps to immediately retrieve data and prevent further disclosures;

D. identifying all affected records and students;

E. determining how the incident occurred, including which school officials had control of and responsibility for the information that was compromised;

F. determining whether the incident occurred because of a lack of monitoring or oversight;

G. determining whether any Board policies and/or School procedures were violated;

H. conducting a risk assessment and identifying appropriate physical, technological and administrative measures to prevent similar incidents in the future; and

I. notify students and parents that the United States Department of Education's Office of Inspector General maintains a Web site describing steps students may take if they suspect they are a victim of identity theft.

While notification of students is not required in all circumstances, it shall be the DRO's responsibility to determine, in conjunction with the Superintendent, whether students and/or parents will be notified of any breaches. If the decision is made not to issue a direct notice to a parent or student upon an unauthorized disclosure of education records, the DRO or COR shall nevertheless record the disclosure so the parent or student will become aware of it during an inspection of the student's education record.

DESTRUCTION AND REVIEW OF RECORDS

If a student is identified as a student with a disability under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973, the COR shall:

A. maintain the student’s educational records for five (5) years after termination of special education programs, services, and/or graduation; and

B. only destroy such educational records after notifying the parents/eligible students that the information is no longer needed to provide educational services and will be destroyed.

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The personally-identifiable information on a disabled student shall be retained permanently unless the parents/eligible students request that it be destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes (see Form 8330 F9).

Revised Spring 2013; Spring 2017; Spring 2021; Fall 2021

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LIMITED USE OF SOCIAL SECURITY NUMBER

Reference: MCL 445.83, 445.84

The Board of Education recognizes the need to safeguard privacy and restrict access to personally identifiable information collected in the course of the School's business and employee and student personnel records.

The following uses of the social security number of an employee, student, or other individuals are prohibited:

A. Public display of all or more than four (4) sequential digits of the social security number.

B. Use of all or more than four (4) sequential digits of the social security number as the primary account number for an individual.

C. Visibly print all or more than four (4) sequential digits of the social number on any identification badge or card, membership card, or permit or license.

D. Require an individual to use or transmit all or more than four (4) sequential digits of his/her social security number over the Internet or a computer system or network, unless the connection is secure or the transmission is encrypted.

E. Require an individual to use or transmit all or more than four (4) sequential digits of his/her social security number to gain access to an Internet site or a computer system or network, unless the connection is secure, the transmission is encrypted, or a password or other unique personal identification number or other authentication device is also required to gain access to the Internet site or computer system or network.

F. Include all or more than four (4) sequential digits of the social security number in or on any document or information mailed or otherwise sent to an individual if it is visible, without manipulations, on or from outside of the envelope or packaging.

G. Include all or more than four (4) sequential digits of the social number in any document or information mailed to a person, unless any of the following apply:

   1. State or Federal law, rule, regulation, or court order or rule authorizes, permits, or requires that a social security number appear in the document.

   2. The document is sent as part of an application or enrollment process initiated by the individual.

   3. The document is sent to establish, confirm the status of, service, amend, or terminate an account, contract, policy, or employee or health insurance benefit or to confirm the accuracy of a social security number of an individual who has an account, contract, policy, or employee or health insurance benefit.

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4. The document or information is mailed by a public body, under any of the following circumstances:

   a. The document or information is a public record and is mailed in compliance with the Freedom of Information Act, 1976 PA 442, M.C.L.A. 15.231 to 15.246.

   b. The document or information is a copy of a public record filed; or recorded with a county clerk; or register of deeds office and is mailed by that office to a person entitled to receive that record.

   c. The document or information is a copy of a vital record recorded, as provided by law, and is mailed to a person entitled to receive that record.

5. The document or information is mailed by, or at the request of, an individual whose social security number appears in the document or information or his/her parent or legal guardian.

6. The document or information is mailed in a manner or for a purpose consistent with subtitle A of title V of the Gramm-Leach-Bliley Act, 15 U.S.C. 6801 to 6809; with the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191; or with Section 537 or 539 of the Insurance Code of 1956, 1956 PA 218, M.C.L.A. 500.537 and 500.539.

The following uses of social security numbers are permitted:

A. A use of all or more than four (4) sequential digits of a social security number that is authorized or required by State or Federal statue, rule, or regulation, by court order or rule, or pursuant to legal discovery or process.

B. A use of all or more than four (4) sequential digits of a social security number by a title IV-D agency, law enforcement agency, court, or prosecutor as part of a criminal investigation or prosecution, or provision of all or more than four (4) sequential digits of a social security number to a title IV-D agency, law enforcement agency, court, or prosecutor as part of a criminal investigation or prosecution.

C. Use of all or more than four (4) sequential digits of a social security number, if the use is any of the following:

   1. An administrative use of all or more than four (4) sequential digits of the social security number in the ordinary course of a business, by a person or a vendor or contractor of a person, to do any of the following:

      a. Verify an individual's identity, identify an individual, or do a similar administrative action related to an account, transaction, product, service, or employment or proposed account, transaction, product, service, or employment.

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b. Investigate an individual's claim, credit, criminal, or driving history.

c. Detect, prevent, or deter identity theft or another crime.

d. Lawfully pursue or enforce a person's legal rights, including, but not limited to, an audit, collection, investigation, or transfer a tax, employee benefit, debt, claim, receivable, or account for interest in a receivable or account.

e. Lawfully investigate, collect, or enforce a child or spousal support obligation or tax liability.

f. Provide or administer employee health insurance or membership benefits, claims, or retirement programs or to administer the ownership of shares of stock or other investments.

2. Use of all or more than four (4) sequential digits of a social security number as a primary number that meets both of the following:

a. The use began before the effective date of this act (January 1, 2006).

b. The use is ongoing, continuous, and in the ordinary course of business. If the use is stopped for any reason, this subdivision no longer applies.

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BREACH OF CONFIDENTIAL INFORMATION

Upon receiving information of a security breach in the School's information, the Administrator shall:

A. Determine how the breach occurred;
B. Take immediate steps to correct and stop further unauthorized access;
C. Determine if notification is required to any individuals whose personal information may have been compromised.

Notification is not required, but may be done, when it has been determined (based on a reasonable review of the facts) that a security breach is not likely to result in identify theft or result in substantial loss/injury to the individuals who are affected by the security breach. In making this determination, the Administrator shall consider (at a minimum) whether the information accessed by an unauthorized individual was:

A. Unencrypted and unredacted personal information; or
B. Encrypted but accessed by a person with access to the encryption code.

If the Administrator determines that notice should be given, it shall be done without unreasonable delay. The notice shall be by one of the following methods:

A. Written notice to the address on record for the individual(s).
B. Written notice sent electronically provided there is a business relationship which uses electronic mail communications and there is reasonable belief that the e-mail address is current.
C. By telephone, provided that actual direct conversation is held with the inidivual within three (3) days of the first attempted call.

The notice shall include:

A. Description of the security breach in general terms;
B. The type of personal information that may have been accessed;
C. General description of the measures taken to stop further security breaches;
D. A telephone number where the person may obtain assistance or additional information;
E. Reminder to be vigilant and monitor for fraud or identity theft.

If over 1,000 Michigan residents are affected by the security breach, credit reporting agencies shall be notified.

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USE OF SERVICE ANIMALS

The Board shall comply with the provisions of the American with Disabilities Act (ADA), as amended, regarding an individual with disability's use of a service animal.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the School's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go.

It is imperative that representatives of the School Board do not ask about the nature or extent of a person's disability; however, they may make inquiries to determine whether an animal qualifies as a service animal. While the representatives of the Board cannot ask about the individual's disability, they may ask if the animal is required because of a disability and what tasks or work the animal can perform. When the work or tasks the service animal will perform is readily apparent, the representatives of the Board should not ask.

Under no circumstances should the representatives of the Board require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

The Superintendent shall require owners of service animals that are regularly present on School property to provide current satisfactory health certificate or report of examination from a veterinarian for the service animal.

The definition of a service animal, as established by the ADA is as follows

A. *Service animal* means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

1. The ADA has also defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use or a miniature horse or make modifications to

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buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.

2. A service animal that meets the above definition shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

3. Additionally, the Board is not responsible for the care or supervision of a service animal.

B. A service animal may be removed from the School premises if one (1) of the following exceptions apply:

1. the animal is out of control and the animal's handler does not take effective action to control it; or

2. the animal is not housebroken.

C. If a service animal is properly excluded from the premises, the Board shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

D. A representative of the Board shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

E. A student who wants to bring his/her service animal to school must notify the Superintendent in writing, at least ten (10) school days prior to the date the animal will be coming to school so that the school staff can meet with the student and his/her parents/guardians to discuss any concerns and develop a plan. The plan, at a minimum, should address how School staff and other students will be educated about and introduced to the service animal, how the student will be accommodated to care for the dog, and how any issues will be resolved. The Superintendent should provide the student and staff with specific instructions concerning emergency evacuation plans, entry and egress points, areas where the animal may urinate/defecate, waste removal procedures, and building restrictions, if any.

1. The Superintendent will provide written notification to all parents/guardians of students in the affected class(es) and staff in the affected class(es) that a service animal will be coming into the school setting. The notification will request that the parents/guardians and/or staff notify the Superintendent if their child or they have any known allergies, asthma, or other health condition

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that might be aggravated by the service animal's presence. The Superintendent will take appropriate action to protect any such students or staff members from exposure to the service animal.

2. Allergies and fear of dogs are not valid reasons for denying a student or staff member's request to have a service animal at school.

3. When an individual whose health may be aggravated by the service animal's presence and an individual who uses a service animal must spend time in the same room or facility – e.g., in a school classroom or cafeteria – both individuals should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility.

New Guideline Fall 2013; Spring 2015

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SAFETY AT THE SCHOOL

In the event the School is designated as *persistently dangerous,* or the Board perceives a problem with weapons-related or violent incidents, the Board of Education will develop and implement a plan of corrective action to reduce the rate of weapon-related incidents and violent criminal offenses when such offenses

A. occur in or on School grounds (i.e., in or on School buildings and grounds; in or on bus transportation to and from the School; and at School-sponsored activities and designated bus stops); and/or

B. result in students being removed from the School.

The plan will be developed within twenty (20) days of the designation of the School as *persistently dangerous* and will determine corrective action, including, but not limited to, the following:

A. hire additional personnel to supervise students in common areas;

B. increase instructional activities in areas such as conflict resolution;

C. work with law enforcement officials to identify and eliminate gang-related activities;

D. conduct in-service training of teachers and administrators regarding the consistent enforcement of the School's discipline rules and policies;

E. limit access to the School's campus;

F. hire additional security personnel and security equipment.

In the event the School is designated as *persistently dangerous* and the plan of corrective action has been implemented and completed, the Board will apply to the State Board of Education to have the School removed from the list of persistently dangerous schools. However, should the School remain on the list, students will be provided with the opportunity to transfer to a safe school, in accordance with Policy 5113.02 and AG 5113.02.

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CHARACTERISTICS OF A SCHOOL THAT IS SAFE AND RESPONSIVE TO ALL CHILDREN

Well-functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development. Effective prevention, intervention, and crisis response strategies operate best in school communities that:

Focus on Academic Achievement

Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.

Involve Families in Meaningful Ways

Students whose families are involved in their growth both in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children -- and they support families in getting the help they need to address behaviors of concern.

Develop Links to Community

Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened, and the opportunity to serve children who are at risk for violence, or who may be affected by it, is decreased.

Emphasize Positive Relationships Among Students and Staff

Research shows that a positive relationship with an adult, who is available to provide support when needed, is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations -- they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

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Discuss Safety Issues Openly

Children come to school with many different perceptions -- and misconceptions -- about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.

Treat Students with Equal Respect

A major source of conflict in many schools is the perceived, or real, problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor -- both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. A deliberate and systematic effort (e. g., displaying children's artwork, posting academic work prominently throughout the building) to establish a climate that demonstrates care and a sense of community, while respecting students' diversity.

Create Ways for Students to Share Concerns

Peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report troubling behaviors that may lead to dangerous situations, and students who report potential school violence must be protected. Schools must support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

Help Children Feel Safe Expressing Feelings

It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out.

Have in Place a System for Referring Children Suspected of Being Abused or Neglected

The referral system must be appropriate and reflect federal and state guidelines.

Offer Extended Day Programs for Children

School-based programs before and after school can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling; tutoring; mentoring; cultural arts; community service; clubs; access to computers; and help with homework.

Promote Good Citizenship and Character

In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due

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process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.

Identify Problems and Assess Progress Toward Solutions

Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.

Support Students' Transition to Adult Life and the Workplace

Youth need assistance in planning their future and developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

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EARLY WARNING SIGNS OF POSSIBLE SCHOOL VIOLENCE

Early Warning Signs

The following early warning signs are not equally significant and are not presented in order of seriousness:

A. Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

B. Excessive feelings of isolation and being alone. Research has shown the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that, in some cases, feelings of isolation and not having friends are associated with children who behave aggressively and violently.

C. Excessive feelings of rejection*.* In the process of growing up and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways, including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

D. Being a victim of violence. Children who are victims of violence, including physical or sexual abuse, in the community, at school, or at home are at risk of becoming violent toward themselves and/or others.

E. Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways, including possible aggression or violence.

F. Low interest and poor academic performance. Poor achievement can be the result of many factors. Consider if there is a drastic change in performance (and/or poor performance becomes a chronic condition) that limits the child's capacity to learn. In some situations, such as when the low achiever feels frustrated, unworthy, chastised, and denigrated, acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

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G. Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that, for the most part, is harmless, when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults), consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, the guidance of a qualified professional (e.g., psychologist, counselor, or other mental health specialist) should be sought to determine the meaning.

H. Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

I. Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors (e.g., constant hitting and bullying of others) that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

J. History of discipline problems. Chronic behavior and disciplinary problems, both in school and at home, may signify that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

K. Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth with a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior, across multiple settings and frequently, are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors (e.g., bullying, generalized aggression and defiance) and covert behaviors (e.g., stealing, vandalism, lying, cheating, and fire setting) also are at risk for more serious aggressive behavior. Research suggests that *age of onset* may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs, a review of the child's history must be made with behavioral experts and parents whose observations and insights are usually helpful.

L. Prejudicial attitudes and intolerance of differences. All children have likes and dislikes. However, an intense prejudice toward others, based on racial; ethnic; religious; language; gender; sexual orientation; ability; and physical appearance, when coupled with other factors, may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

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M. Drug use and alcohol use. Apart from being unhealthy behaviors, both drug and alcohol use reduces self control and exposes children and youth to violence, either as perpetrators, victims, or both.

N. Affiliation with gangs. Gangs that support anti-social values and behaviors, including extortion, intimidation, and acts of violence toward other students, cause fear and stress among other students. Youth who are influenced by these groups (those who emulate and copy their behavior, as well as those who become affiliated with them) may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

O. Inappropriate access to, possession of, and use of firearms. Children and youth who inappropriately possess, or have access to, firearms can have an increased risk for violence. Research shows such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

P. Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and prevent them from being carried out.

Interpretation of Early Warning Signs

Unfortunately, a real danger exists that early warning signs will be misinterpreted. Educators and parents -- and in some cases, students -- can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include the following:

A. Do no harm. Certain risks are associated with the use of early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for the child early. The early warning signs should not to be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).

B. Understand violence and aggression within a context. Violence is contextual. Violent and aggressive behavior, as an expression of emotion, may have many antecedent factors that exist within the School, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills and if they have learned to react with aggression.

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C. Avoid stereotypes. Stereotypes can interfere with, and even harm, the school community's ability to identify and help children. It is important to be aware of false cues, including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.

D. View warning signs within a developmental context. Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is typically developmental behavior, so those behaviors are not misinterpreted.

E. Understand that children typically exhibit multiple warning signs. Children who are troubled commonly exhibit multiple signs. Research confirms that most children, who are troubled and at risk for aggression, exhibit more than one warning sign repeatedly and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

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IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually occur as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as to the child's family.

Imminent warning signs may include, but are not limited to, the following:

A. serious physical fighting with peers or family members;

B. severe destruction of property;

C. severe rage for seemingly minor reasons;

D. detailed threats of lethal violence;

E. possession and/or use of firearms and other weapons;

F. other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities, and possibly law enforcement officers, is needed when a student exhibits the following behavior:

A. The child has presented a detailed plan (time, place, method) to harm or kill others, particularly if the child has a history of aggression or has attempted to carry out threats in the past.

B. The child is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where a child presents other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services, community mental health, and local law enforcement agencies. These responses should reflect school board policies and be consistent with the violence prevention and response plan.

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PRINCIPLES UNDERLYING INTERVENTION

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists, trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

Intervention Principles

When drafting a violence prevention and response plan, schools should consider certain principles that have a significant impact on success, as shown through research and expert-based experience. The principles for creating a plan for violence prevention and response should include the following:

A. Share responsibility by establishing a partnership with the child, school, home, and community. Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies; law enforcement and juvenile justice systems; mental health agencies; businesses; faith and ethnic leaders; and other community agencies.

B. Inform parents and listen to them when early warning signs are observed. Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by a) informing them routinely about school discipline policies, procedures, and rules; b) informing them about their children's behavior (both good and bad); c) involving them in making decisions concerning school-wide disciplinary policies and procedures; and d) encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their child and how they can support the child's success.

C. Maintain confidentiality and parents' right to privacy. Parental involvement and consent is required before personally identifiable information can be shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to, or sharing of, information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent

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disclosure of personally identifiable information to appropriate parties (e.g., law enforcement officials, trained medical personnel, and other emergency personnel) when responsible personnel determine there is an emergency (imminent danger).

D. Develop the capacity of staff, students, and families to intervene. Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community -- teachers, students, parents, support staff -- with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.

E. Support students in being responsible for their actions. Effective school communities encourage students to see themselves as responsible for their actions and actively engage them in planning, implementing, and evaluating violence prevention initiatives.

F. Simplify staff requests for urgent assistance. Many school systems and community agencies have complex legalistic referral systems, with timelines and waiting lists. Children who are at risk of endangering themselves or others must not be placed on waiting lists.

G. Make interventions available as early as possible. Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed early and promptly and that feedback is provided to the referring individual.

H. Use sustained, multiple, coordinated interventions. Children are rarely violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. Such interventions help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of, and responsive to, the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful and may actually do harm.

I. Analyze the context in which violent behavior occurs. School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.

J. Build upon and coordinate internal school resources. In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff (e.g., special education, safe and drug free school programs, pupil services, and Title I).

Violent behavior is a problem for everyone. It is a normal response to become angry, or even frightened, in the presence of a violent child. But it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

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INTERVENING EARLY WITH STUDENTS AT RISK FOR BEHAVIORAL PROBLEMS

Examples of early intervention components that work include the following actions:

A. Provide training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.

B. Teach the child alternative, socially appropriate replacement responses, such as problem solving and anger control skills.

C. Provide skill training, therapeutic assistance, and other support to the family through community-based services.

D. Encourage the family to ensure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage and with guidelines for addressing children's access to, and possession of, firearms.

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools use to provide early intervention to students at risk of becoming violent toward themselves or others.

Intervention Tactics

A. Teach Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn how to use interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react and how to listen effectively.

B. Provide Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team, together with the child and family, designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community.

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C. Refer the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, a formal assessment should be conducted to determine if the child is disabled and eligible for special education and related services under the *Individuals with Disabilities Education Act* (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the school, the child (if appropriate), and others. This team will identify the support necessary to enable the child to learn, including the strategies and support systems necessary to address any behavior that may impede both the child's learning and the learning of his/her peers.

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ACTION PLANNING CHECKLIST

Prevention-Intervention-Crisis Response

What To Look For -- Key Characteristics of Responsive and Safe Schools

Does my school have characteristics that

__ are responsive to all children?

What To Look For -- Early Warning Signs of Violence

Has my school taken steps to ensure that all staff, students, and families

__ understand the principles underlying the identification of early warning signs?

__ know how to identify and respond to imminent warning signs?

__ are able to identify early warning signs?

What To Do -- Intervention: Getting Help for Troubled Children

Does my school

__ understand the principles underlying intervention?

__ make early intervention available for students at risk of behavioral problems?

__ provide individualized, intensive interventions for students with severe behavioral problems?

__ have school-wide preventive strategies in place that support early intervention?

What To Do--Crisis Response

Does my school

__ understand the principles underlying crisis response?

__ have a procedure for intervening during a crisis to ensure safety?

__ know how to respond in the aftermath of tragedy?

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CRISIS PROCEDURE CHECKLIST

A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

__ Assess life/safety issues immediately.

__ Provide immediate emergency medical care.

__ Call 911 and notify police/rescue first. Call the Superintendent second.

__ Convene the crisis team to assess the situation and implement the crisis response procedures.

__ Evaluate available and needed resources.

__ Alert staff to the situation.

__ Activate the crisis communication procedure and system of verification.

__ Secure all areas.

__ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.

__ Adjust the bell schedule to ensure safety during the crisis.

__ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.

__ Contact appropriate community agencies and the Academy's public information office, if appropriate.

__ Implement post-crisis procedures.

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CHARACTERISTICS OF A SAFE PHYSICAL ENVIRONMENT

Prevention starts by making sure the School campus is a safe and caring place. An effective and safe School communicates a strong sense of security. The School's officials can enhance physical safety by the following actions:

A. Supervising access to the building and grounds.

B. Reducing class size and the School's size.

C. Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.

D. Conducting a School safety audit in consultation with the School's security personnel and/or law enforcement experts. (Effective schools adhere to Federal, State, and local nondiscrimination and public safety laws, and use guidelines set by the State Department of Education.)

E. Closing the School campus during lunch periods.

F. Adopting a policy on School uniforms.

G. Arranging supervision at critical times (e.g., in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.

H. Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.

I. Having adults visibly present throughout the School building. This includes encouraging parents to visit the School.

J. Staggering dismissal times and lunch periods.

K. Monitoring the School grounds, including landscaping, parking lots, and bus stops.

L. Coordinating with local police to ensure that there are safe routes to and from school.

In addition to targeting areas for increased safety measures, the School also should identify safe areas where staff and children should go in the event of a crisis.

The physical condition of the School building also has an impact on student attitude, behavior, and motivation to achieve. Typically, more incidents of fighting and violence occur in buildings that are dirty; too cold or too hot; filled with graffiti; in need of repair; or unsanitary.

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TIPS FOR PARENTS

A. Discuss the School's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.

B. Involve your child in setting rules for appropriate behavior at home.

C. Talk with your child about the violence he/she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.

D. Teach your child how to solve problems. Praise your child when he/she follows through.

E. Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model appropriate responses for your child -- and talk about it.

F. Help your child understand the value of accepting individual differences.

G. Note any disturbing behaviors in your child (e.g., frequent angry outbursts; excessive fighting and bullying of other children; cruelty to animals; fire setting; frequent behavior problems at the School and in the neighborhood; lack of friends; alcohol or drug use). These disturbing behaviors can be signs of serious problems. Get help for your child. Talk with a trusted professional at the School (e.g., teacher, counselor, Superintendent) or in the community.

H. Keep the lines of communication open with your child, even when it is tough. Encourage your child always to let you know where and with whom he/she will be. Get to know your child's friends.

I. Listen to your child if he/she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional at the School, such as the psychologist, Superintendent, or teacher.

J. Be involved in your child's life at the School by supporting and reviewing homework, talking with his/her teacher(s), and attending School-sponsored functions, such as parent conferences, class programs, concerts, open houses, and PTA meetings.

K. Work with the School personnel to make the School more responsive to all students and to all families. Share your ideas about how the School can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.

L. Encourage the School’s Board of Education to offer programs before and after the academic day.

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M. Volunteer to work with School-sponsored groups concerned with violence prevention. If none exists, offer to form one.

N. Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.

O. Talk with the parents of your child's friends. Discuss how you can form a team to ensure the safety of all the children.

P. Find out if your employer offers provisions for parents to participate in the School's activities.

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EMERGENCY SITUATIONS AT THE SCHOOL

(Evacuation, Fire, Tornado, Lockdown, Unusual)

Reference: MCL 29.19
MCL 30.409, PA 189; 2006

The primary consideration in any emergency situation must be the safety of the students and staff. At certain times, therefore, it may be necessary to ask the staff to perform "beyond the call of duty" in order to provide for the welfare of our students. In the event of an actual emergency situation, all school personnel, instructional and non-instructional, will be required to remain in the building until they are dismissed by the Superintendent.

The School will conduct at least one (1) of the drills required under this procedure (fire, tornado and/or lock-down) during lunch and or non-instructional time, or at other times when a significant number of the students are gathered but not in a classroom.

EVACUATION

A. When an emergency occurs, the Superintendent shall, when feasible to evacuate the school. An announcement will then be made to inform staff and students of the emergency procedures that will be followed.

B. If a decision is made to send students home or to a pre-selected site, attempts will be made to notify parents by telephone and/or by radio or TV and the public address system will be used to inform all teachers and students.

The professional and support staff members will supervise the orderly evacuation of the building.

1. If time permits, all students will go to their lockers, unlock them, take a coat if applicable, and return to class leaving lockers open.

2. The custodian will assign and instruct the members of his/her staff to positions that allow "free-flow" of traffic on and off school property.

3. Teachers should take class rolls, including, addresses and telephone numbers of students as well as emergency information.

4. Teachers will remain (or return) to their regular classrooms and remain with their students.

5. Clerical personnel will remain at their regular stations except in cases of reassignment by their immediate supervisor.

6. Cafeteria personnel will remain in their areas until notified to the contrary by the main office.

C. In case of bomb threat, the local law enforcement agency will search the building.

Above all, it is imperative that all personnel remain calm and in control throughout the emergency.

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FIRE DRILLS

In accordance with State law, fire drills are to be conducted periodically. A minimum of five (5) fire drills is required for each school year for an School building that contain grades kindergarten to 12. Three (3) of the fire drills shall be held before December 1st and two (2) shall be held during the remaining part of the school year, reasonably spaced.

The state fire marshal, a fire chief, or a firefighter in uniform acting under orders and directions of the fire chief may cause fire drills to be held in a School building as the state fire marshal considers advisable. The state fire marshal may order the installation of other protective apparatus or equipment that conforms to recognized and approved modern practices.

The Superintendent shall prepare and distribute fire drill procedures whereby:

A. all personnel leave the building during a drill;

B. the plan of evacuation provides at least one (1) alternative route in case exits or stairways are blocked;

C. teachers, when the fire alarm sounds, caution students to walk silently and briskly from the building to a specified location, close all windows and doors of room and turn out lights, if possible, before leaving, check to make sure any disabled students requiring assistance are being assisted properly, and conduct roll call as soon as students are at the designated location to make sure that each student is accounted for;

C. a list is compiled of all disabled students in the building who will require assistance in exiting the building together with the assignment of a staff member or non-student volunteer in the student's classroom who will be responsible for providing necessary assistance in an appropriate manner. A person should also be designated to assist a disabled student when the evacuation signal is given and s/he is in another area of the building such as the gym, all-purpose room, or lunchroom.

The Superintendent shall document that each fire drill was conducted in a proper manner and submit such documentation to the Superintendent of Public Instruction at the end of each school year.

TORNADOES AND SEVERE WEATHER DRILLS

Every spring the School faces the possibility of severe weather and tornadoes. A minimum of two (2) tornado safety drills is required for each school year at the School. At least one (1) drill shall be conducted during March. These drills shall be conducted for the purpose of preventing fires and related hazards and injuries caused by severe weather.

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Each school is to monitor a weather-alert radio for severe weather conditions and each Superintendent or supervisor is responsible for setting up procedures for notifying their staff and students about severe conditions and maintaining proper safety.

Tornado Watch

A tornado watch is a forecast of the possibility of one (1) or more tornadoes in a large area. When a tornado watch is in effect, the School will continue normal activities but move recess and physical education activities indoors. Each building and department shall designate someone to be responsible for continuously monitoring the watch while students are in the building or on the premises. School will not be dismissed early and dismissal time will be at the regular time even if the watch is still in effect.

Tornado Warning

A tornado warning signals that a tornado has been sighted and may be approaching. Staff shall open all classroom windows and doors and proceed with all students to the predesignated tornado shelter areas and remain there with the students until further notice. Disabled students who need assistance are to be assisted by the person designated to assist them for building evacuations. No student shall be allowed out of his/her designated area unless his/her parent comes to the school and requests that the student be released. A student is to be released only to his/her parents.

Procedures

A. All groups outside the building are to return to the school and go to their designated shelter area.

B. Proceed to predetermined shelter areas.

1. Students shall line the interior hallways as quickly and safely as possible away from glass and sit with their backs to the interior wall, knees drawn tightly to their chests, face positioned between their knees, and their hands over their necks. Students in wheel chairs are to remain in their chairs with the back of the chair against the interior wall.

2. Students shall remain quiet to wait for instructions.

3. Staff members shall remain alert for students who evidence signs of stress or panic, and when necessary, move such students to an area where they will not influence other students and remain with them until the all-clear signal is given.

4. The Superintendent shall give the all-clear signal and provide further directions.

C. Areas to be avoided.

1. Spaces that are opposite doorways or openings into rooms that have windows in the exterior walls, and areas with large roof spaces.

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2. Interior locations that contain glass, such as doors, windows, display cases and the like.

3. Areas where doors swing. When the storm hits, the doors are likely to swing violently.

4. Corridor intersections (stay at least ten (10) feet away).

5. Any corridor which has potential to become a wind tunnel.

6. Any wall which is non-load-bearing.

SCHOOL-WIDE LOCK DOWN PROCEDURES

A minimum of three (3) drills in which the occupants are restricted to the interior of the building and the building secured is required for each school year at a school that operates any of grades kindergarten to 12.

A drill shall include security measures that are appropriate to an emergency such as the release of a hazardous material or the presence of an armed individual on or near the premises. The drill shall be conducted in coordination with the local emergency management coordinator, the county sheriff for the county or the chief of police or fire chief for the municipality where the school is located, or the designee of the sheriff, chief of police, or fire chief and consistently with applicable federal, state, and local emergency operations plans.

The Board shall seek input from the administration of the school on the nature of the drills to be conducted under this subsection.

Procedures

A. When the designated all-call occurs, staff is to stop all class activities and immediately shut and lock the classroom door and close the blinds. Do not open the door for anyone until directed by law enforcement officers or the Superintendent. Do not open door to those who do not give pre-arranged “pass word”.

B. If details are not immediately announced, turn off the lights, close any blinds, and arrange students in the classroom where they are the least visible.

C. Remain quiet.

D. Free up the classroom telephone.

E. Ignore all bells and keep students in the classroom until further notice.

F. Take attendance immediately and keep attendance book with you as you and your class may be asked to relocate.

G. Students will be directed to move to the nearest secure area by the Superintendent or designee.

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H. If a dangerous or suspicious situation is observed in the building, contact the office immediately.

I. If the class is meeting outside of the building, staff will be notified by the Superintendent as soon as possible. Please keep the class together and move them to a safe location away from the building.

J. If students are in the gymnasium, staff will be notified by the Superintendent and are to take students to the locker room and follow the lockdown procedures.

K. If you are not in your classroom at the time of the lockdown, remain where you are and follow lockdown procedures.

UNUSUAL SITUATIONS

The following situations are quite unlikely to occur, but in such an event, use the following procedural guidelines:

A. Student or staff member held hostage

1. Isolate the area. DO NOT make a P.A. announcement or sound the fire alarm. The nearest administrator will direct teachers and monitors on duty to notify teachers in nearby classes to take their students to a previously determined area.

2. Notify the police immediately, giving as much information as possible (e.g. number of terrorists, number of hostages, types of demands being made). Police will be in charge once they arrive.

3. Notify the Superintendent or designee.

4. Develop a list of casualties, if any.

B. Intruders in building or on school property

1. Ask them to leave.

2. If they do not leave, remind them of trespassing law.

3. Notify administrator in charge and the School office.

4. Avoid any physical conflict or loud verbal altercations.

The Superintendent or any staff member who is involved may notify police if intruders do not leave and/or call for the assistance of other members of the staff.

C. Unauthorized demonstrators or pickets around building before school opens

1. Follow procedures for intruders.

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2. Attempt to enter building peaceably.

3. Notify School office.

4. Hold students on the school buses if demonstrators seem to pose a threat.

5. Notify law enforcement officers.

D. Demonstrators or pickets around building at dismissal

1. Follow procedures for intruders.

2. Notify administrator in charge.

3. If demonstrators seem to pose a threat, hold students in class until further notice.

4. Notify law enforcement officers.

E. Student Demonstrators (See AG 5540B)

1. Identify the leader or leaders of the group.

2. Notify the group that the administration will confer with the leader(s) but not until all other students return to class.

3. Meet with leaders if students disperse and return to class.

4. If students refuse to disperse, remind them of truancy regulations and the consequences of school disruption.

5. With other staff, try to identify as many participants as possible and notify parents of participants asking them to come to school.

6. Attempt to take pictures and/or video recording of participants.

7. Attempt to keep nonparticipating students away from the demonstration area.

8. Follow through on disciplinary action on students refusing to cooperate.

F. Major disruptions at an assembly

1. Bring house lights to full on.

2. If those causing the disruption are too numerous to be handled by professional staff members on duty, dismiss the
assembly and instruct all present to report to next period class.

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3. If few in number, remove them from the assembly and take appropriate disciplinary action.

4. If those causing the disruption are outsiders, follow procedure for intruders.

Revised Guideline Spring 2015

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HOMELAND SECURITY ADVISORY ALERTS

Code Red

Under an Imminent Threat Alert, the following will take place:

All administrators of the School will be contacted and informed to report to the main office. Administrators who are off campus will also be contacted. The determination will be made at that time if they are to return to the School. Depending on which administrators are in the building, various duties will be assigned.

A. Building emergency plans should be immediately available. A copy will be kept in Main Office and Attendance Office. Emergency plans will include the following:

1. Signs to be posted on exterior entrance doors, directing people to the main entrance.

2. Map of the building, with gas, water, and ventilation system shut-off locations marked.

B. List of building administrators and building maintenance/custodians.

C. Copy of Procedures.

D. Designated staff/administrator will contact students/staff who are offsite and will follow individual program instruction.

An announcement/signal will be made for all students/staff to go to their classrooms.

A. "At this time we have been notified that _____ has been placed under an Imminent Threat alert. Please go to your classroom. Further information will be shared with you there."

B. Teachers that have access and the ability to lock exterior doors will be expected to do so as they move to the classrooms. All exterior doors will be checked for security and locked by the custodian and administration. Signs will be placed in all entrances (see below). Administrator/staff will be placed at the main entrance. Others will be located by the remaining _____ main entrances or positioned to monitor the halls.

C. Teachers will read the Imminent Threat Alert that will be located on the wall of the classroom.

1. Students will remain in programs until regular dismissal or until released to a parent or guardian, unless otherwise directed by emergency management officials.

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D. Most classroom activities will continue as expected.

E. Normal transportation procedures will be implemented for students (i.e., regular bus routes, student drives him/her self or parent pickup), unless otherwise directed by emergency management officials.

F. All entrances will be secured and posted, stating that the building is in "Imminent Threat Alert". The signs will direct all individuals who wish to enter the building to the main entrance. The main entrance will be posted, stating that all individuals entering will need pictured ID and will be escorted.

G. All after-school activities and events will be cancelled.

H. Staff needs to be alert for the following announcements. All announcements will be preceded by a prearranged password.

"At this time our School has been placed under a Homeland Security Advisory System Level Imminent Threat Alert. "

"This entrances have been secured. Please use only the Main entrance, located at the southwest area of the building."

See also, AG 8420D, for additional response requirements.

Revised Fall 2011

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HOMELAND SECURITY TERRORIST ALERT CODE CHECKLIST

Pre-Alert Action	- Update division-wide, school, and department crisis plans. - Coordinate emergency plans with Local County, State, and Federal plans. - Conduct crisis management and communications training for employees at all levels. - Implement visitor control procedures. - Maintain current emergency communication lists. - Inventory emergency supplies and equipment. - Disseminate emergency communications methods and resources (i.e., where to get information) to employees, parents, and community.

Elevated Threat Alert	In addition to the measures listed above, the following measures will be instituted: - Assess increased risk with public safety officials. - Review crisis response plans with program managers, principals, and building and office staffs. - Reassess facility security measures. - Review field trip decisions. - Update employee emergency call lists and review callback process with employees. - Test alternative communication capabilities. - Increase communication with parents and community via web site and e-mail distribution.

Imminent Threat Alert	In addition to the measures listed above, the following measures will be instituted:
	- Provide staff members to Local County Emergency Operations Center (24/7).
	- Activate School Incident Command and Support Center (24/7), if appropriate.
	- Assess threat level to determine status of school openings and closings.
	- Address critical emergency needs under the direction of public safety officials and in accordance with school crisis plans and the FCPS crisis management plan.
	  - Coordinate parent-child reunification process, if necessary.
	  - Increase building security throughout the school system.
	  - Continue staff, parent, and community communication.
	  - If schools are open,
	  - Cancel outside activities and field trips.
	  - Restrict visitor access.
	  - Enhance exterior security measures.
	  - Limit parking near building.

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CODE BLUE PROCEDURE

Code Blue is a term used to alert staff that an emergency/crisis exists at or near the Academy. This alert requires all students to be accounted for and under supervision. Administrators may activate and set up a command post as appropriate.

Persons Authorized to Call a Code Blue

Administrators or their designee will notify staff and students via the PA system when a Code Blue is in effect. An age-appropriate announcement of a Code Blue is recommended that includes a brief description of the nature and location of the incident.

Code Blue Staff Guidance

When the administrator announces a Code Blue, all students should be accounted for in an instructional area. Wait for further instructions. Classroom instruction may continue.

Staff must document attendance and report any discrepancies to an administrator when it is safe to do so.
During a Code Blue, classroom lockdown is not required.

The command post may be activated by an administrator during a Code Blue via the PA announcement.

Depending on the Code Blue situation (the nature of the emergency or potential threat), it may not be safe to change classes. In these situations, class bells should be turned off, and students/staff should remain in their classrooms, until directed otherwise by the administrator/designee.

Depending on the Code Blue situation, staff persons who are supervising students outside may be requested to move students to a pre-determined location inside.

Clarifications on Code Blue Procedures

The following are some clarifications on the procedures for Code Blue:

A. Classroom instruction continues inside the Academy, with controlled class change (i.e., staff should supervise students in the hallways and between portable classrooms and the main building).

B. Lunch should continue, with appropriate supervision by Academy staff.

C. It is recommended that the Academy secure exterior doors. When exterior doors are locked, the Academy should post a staff member at the front door and the door of the main building leading to the portable classrooms to allow appropriate movement in and out of the Academy.

D. Teachers may open windows to ensure ventilation.

In a Code Blue situation, students do not need to be brought into the main building from the portable classrooms.

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PANDEMICS AND OTHER MEDICAL EMERGENCIES

A pandemic is an outbreak of an infectious disease. The Board directs the Administrator to set up a Pandemic Response Team ("PRT") to develop a Pandemic Plan in coordination with local government and law enforcement officials.

The Pandemic Plan should include:

A. a communication method for school schedule changes, busing changes, and school closure;

B. an educational pandemic prevention program for staff and students;

C. provision for the business office to maintain continuity of operations during a pandemic;

D. provision for distance-based learning for students (i.e., Internet instruction, community channel broadcast) to maintain continuity of education;

E. policies and procedures for staff and student absences and extended leaves of absence due to a pandemic;

F. policies and procedures for isolation and possible transportation of students and staff who become ill at school due to a pandemic;

G. a plan of communication regarding pandemic status to students, parents, and staff;

H. a plan for operating the School with less staff due to a pandemic;

I. a designee responsible for establishing timelines within the Pandemic Plan and ensuring that such timelines are met and implementation of the plan occurs; and

J. other emergency procedures necessary for the School to deal with a pandemic.

The Pandemic Plan should be reviewed annually by the PRT and updated as appropriate.

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BIOTERRORISM

A bioterrorist attack is the deliberate release of a biological agent used to cause illness and death in people. The Board of Education directs the Administrator to develop, in conjunction with local government and law enforcement officials, a Bioterrorism Response Plan ("BRP"). The BRP should include:

A. a communication method for school schedule changes, busing changes, and school closure;

B. an educational bioterrorism prevention program for students and parents;

C. a bioterrorism training and identification program for staff;

D. provision for the business office to maintain continuity of operations during a bioterrorist attack;

E. provision for distance-based learning for students (i.e., Internet instruction, community channel broadcast) to maintain continuity of education;

F. policies and procedures for staff and student absences and extended leaves of absences due to a bioterrorist attack;

G. policies and procedures for isolation and possible transportation of students and staff who become ill at school due to a bioterrorist attack;

H. a plan of communication to students, parents, and staff regarding the status of a bioterrorist attack;

I. a plan for operating the School with less staff due to a bioterrorist attack;

J. a designee responsible for establishing timelines within the BRP and verifying that such timelines are met and implementation of the plan occurs; and

K. other emergency procedures necessary for the School to deal with an attack of bioterrorism.

The BRP should be reviewed annually and updated as appropriate.

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TELEPHONE BOMB THREATS

The following guidelines may be helpful when a telephone caller announces a bomb threat.

A. Be alert to any of the following background sounds that may give a clue to the location of the caller: radio playing; voices; sirens; construction noise; TV; whistles; traffic noise; bells; etc.

B. Ask questions of the caller:

Where is the bomb located?

What time is it to go off?

What kind of a bomb is it?

What is your name?

Where are you calling from?

C. Make a note about speech characteristics such as these: male; female; low tone; high pitch; stutter or stammer; regional or foreign accent

D. Note impressions such as the following:

Does the voice sound familiar?

Does the caller sound sincere?

Does the caller seem familiar with the Academy?

E. Write down <u>exactly</u> what the caller says; ask him/her to repeat the message.

F. Try to signal someone about the nature of the conversation while you keep the caller on the line.

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WRITTEN HAZARD COMMUNICATION PROGRAM

Use of these guidelines will produce a toxic hazard communication program in compliance with Policy 8431. Some methods go beyond the minimum requirements of the standard to more effectively communicate hazards to staff members (e.g., having them sign training statements).

General

The written hazard communication program will be available in the Academy office for review by all employees.

A. Hazard Determination

The School will rely on Material Safety Data Sheets from material suppliers to meet hazard determination requirements.

B. Labeling

The Superintendent or designee will be responsible for ensuring the following:

1. all in-incoming labels are properly labeled;

2. all in-coming products are checked for identity, hazard warning, and name and address of the responsible party;

3. all portable containers are labeled with identity and hazard warning;

4. piping systems are painted at access points and every ten (10) feet where the piping is eight (8) feet or closer to employee contact.

C. Material Safety Data Sheets (MSDS)

1. The Superintendent or designee will be responsible for compiling the master MSDS file. It will be kept in the School office.

2. MSDSs will be available for review to all employees. Copies will be available upon request to the Superintendent and other supervisors.

3. The Superintendent or designee shall make requests for MSDSs on all purchase orders. A file of follow-up letters shall be maintained for all shipments received without MSDSs.

4. The Superintendent or designee shall provide employees with the required OSHA Right to Know poster and postings notifying them of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

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D. Employee Information and Training

1. The THP Officer shall coordinate and maintain records of training.

2. Before starting work, each new employee will attend a safety class and be given a Hazardous Materials Handbook, which will have information on the following:

   a. chemicals and their hazards in their work areas;

   b. how to lessen or prevent exposure to these hazardous chemicals;

   c. what has been done to lessen or prevent workers' exposure to these chemicals;

   d. procedures to follow if they are exposed to these chemicals;

   e. how to read and interpret labels and MSDS.

3. After attending the training class, each employee will sign a form stating that he/she received the written materials outlined above and received the safety training.

4. Before any new hazardous material is allowed in the Academy, appropriate employees will be given information in the same manner as during the safety class. The Superintendent will be responsible for seeing that MSDS on the new chemical are available.

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INTEGRATED PEST MANAGEMENT

Reference: MCL 324.8301 et. seq.
AC 285.637.1 et. seq.
AC 285.636.1 et. seq.

Integrated Pest Management (IPM) is a pest management system that utilizes all suitable techniques in a total pest management system, with the intent of preventing pests from reaching unacceptable levels or reducing an existing population to an acceptable level. An emphasis is placed on manipulation of the pest environment to the point that a pest population will no longer be supported.

Michigan law requires certain conditions to be met prior to making a pesticide application (other than sanitizers, germicides, disinfectants, or anti-microbial agents) in schools, public buildings, or health care facilities. These conditions include the following:

A. the pesticide applicator must have attended an approve IPM program;

B. there must be an IPM plan in place for the building.

This IPM plan is intended to reduce the incidence of pest infestation, while also reducing the need for chemical pesticide applications. The plan is also intended to satisfy the requirement for having an IPM plan in place for the building. *Note: In a situation where there are multiple buildings, the plan will include a site description and evaluation for each building*.

IPM Program Evaluation

The program shall be evaluated on a continual basis to determine the program's effectiveness and the need for program modification.

Key Terms

Certified Applicator: A person authorized by the State to use and supervise the use of a restricted- use pesticide.

Commercial Applicator: A person or entity that holds themselves out to the public as being in the business of applying pesticides

General Use Pesticide: A pesticide that may be purchased by an individual who is not required to be a certified applicator. (A pesticide product that is not general-use is a restricted-use product.)

Pest: An unwanted insect, rodent, nematode, fungus, weed, or other form of terrestrial or aquatic plant or animal life, virus, bacteria, or other microorganism.

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Pesticide: A substance or mixture of substances intended for preventing, destroying, repelling, or mitigating pests -- or intended for use as a plant regulator, defoliant, or desiccant. Note that products such as *Weed-and-Feed*, *Roundup*, or *Raid* are pesticides.

Ready-to-Use Pesticide: A pesticide applied directly from its original container, consistent with label directions, such as an aerosol insecticide or rodent bait box, which does not require mixing or loading prior to application.

Registered Applicator: A classification of applicators authorized by the State to apply pesticides as a scheduled and required work assignment. Most often, this is a staff employee. Requires supervision by a certified applicator, unless applying only general use pesticides.

Administration

Communication – Sighting Log

Proper implementation of an IPM program requires careful administration. The building manager and administrative staff must communicate with the pesticide applicator(s) to ensure full implementation of the IPM program. To meet this goal, a Pest Sighting Log and recordkeeping data will be used as part of the communication process. The building manager will ensure that pest sightings are recorded in the log.

Applicator Credentials

A person who applies a pesticide (other than a sanitizer, germicide, disinfectant, or anti-microbial agent) in schools, public buildings, or health care facilities must have attended an approved IPM training session.

Pesticide applicators that conduct applications for hire (i.e., an outside contractor) must be licensed and certified. However, staff members who have attended an approved IPM training session may use a general-use ready-to-use product without being certified. Note that staff members who use a pesticide product that is not ready-to-use must be certified. This includes items such as granular *Weed-and-Feed* or any product that must be mixed prior to use.

A staff member of the School who has attended an approved IPM training session can apply a general-use ready-to-use pesticide. However, whenever possible, pesticide applications should be conducted by the person responsible for pest control in the School.

Pesticide Applications

Pesticide applications for non-emergency situations shall be conducted by an appropriately licensed applicator, who has attended an approved IPM training program, and shall be made in accordance with this IPM plan. Applications must be made in accordance with the pesticide labeling. The applicator shall use personal protective equipment, appropriate relative to the potential exposure. Minimum personal protective equipment for applications using products that are not ready-to-use includes long pants; protective footwear; gloves that

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are impervious to the pesticide being applied; and long-sleeve clothing. Short-sleeve clothing may be worn, if wash water or waterless soap is immediately available and it is not prohibited by the pesticide label.

Pesticide Application Records

Records of all pesticide applications shall be maintained on forms provided by the building manager. Such records shall contain the following:

A. site address and the location of the areas or room(s) where pesticides are applied;

B. the date of service;

C. the target pest(s);

D. an inspection report, including the number of pests found or reported (this information may be found in the sighting log), and the conditions conducive to pest infestation;

E. pest management recommendations made by the applicator, such as structural or habitat modification;

F. structural or habitat modifications or other measures initiated as a part of the IPM program;

G. the name, concentration, and quantity of pesticide(s) used;

H. the name of the applicator;

I. the method and rate of application.

Pesticide Use In and Around the School

This section contains information regarding parental notification and applications of insecticides, fungicides, and herbicides made in and around School property.

Notification

A. Within thirty (30) days of the beginning of each school year, the Superintendent of the School, or his/her designee, shall provide written notification to parents (or guardians) of children attending the School of their right to be informed before any pesticide application is made to the School property. The notice shall be on a form containing statements that pesticides may periodically be applied to School property and that parents (or guardians) have a right to request prior notification of such pesticide applications. The form will also state that in the case of an emergency, pesticides may be applied without prior notice, but that those parents who request notification will be notified of the emergency application after it occurs.

The Superintendent, or his/her designee, shall provide an annual notification, satisfying all of the following requirements:

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1. be in writing;

2. specifying two (2) methods by which advance notice of the application of a pesticide will be given at least forty-eight (48) hours before the application:

    a. The first method shall be by posting at the entrances to the School or day care center.

    b. The second method shall be one (1) of the following:

        1.) Posting in a public, common area of the School or day care center, other than an entrance.

        2.) A telephone call by which direct contact is made with a parent or guardian of a student of the School or a message is recorded on an answering machine.

        3.) Providing students of the School with a written notice to be delivered to their parents or guardians.

        4.) Posting on the School's Website and via email.

Written notification shall be sent to parents (or guardian) of children attending the School of their right to be informed before any pesticide application to School property. The notice shall be on a form containing statements that pesticides may periodically be applied to School property and that parents (or guardians) have a right to request prior notification of such pesticide applications. The form will also state that, in the case of an emergency, pesticides may be applied without prior notice, but that those parents who request notification will be notified of the emergency application after it occurs.

The notification requirements do not apply to common cleaners such as germicides and disinfectants. Notification requirements do not apply to bait or gel pesticide formulation.

Prior notification shall contain the following information:

1. the approximate location of the application;

2. the scheduled day or date of application;

3. the type of pesticide to be applied;

4. the method of application;

5. the target pest.

Prior notification shall be provided to those parents who request the notification by one (1) of the following means:

1. written notice mailed not less than three (3) days before the application

2. written notice sent home with the child

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3. during months when School is not in regular session, a message notification system such as voice mail may be used that parents can access at least one (1) day before the application. If this method is used, parents must be advised of the phone number where the information may be obtained.

B. Use of insecticides, fungicides, and herbicides

1. Liquid spray or aerosol insecticide applications shall not be made in a room of the School unless the room will remain unoccupied for at least four (4) hours unless the product label requires a longer re-entry period.

2. Liquid spray pesticides used for turf or ornamental applications may not be made on School grounds within 100 feet of occupied classrooms during normal school class hours or when persons are using the treatment area.

3. The pesticide applicator shall notify the School's building manager of any re-entry periods that are required by the product label.

IPM Program Evaluation

The program shall be evaluated on a continual basis to determine the program's effectiveness and the need for program modification.

Posting

When making an application of pesticides, other than a general-use ready-to-use pesticide, the applicator shall place the appropriate signs or markers at the primary point or points of entry. It is the responsibility of the building manager (or his/her designated representative) to ensure that the appropriate signs are posted.

A. **Indoor Insecticide Applications**

The primary point or points of entry must be posted. If multiple rooms or common areas such – as a cafeteria are treated, the main entry areas to the facility should be posted. If treatment was applied to a limited area (such as a single classroom), then the classroom can be posted. Postings shall remain posted at least forty-eight (48) hours after the most recent application of insecticide. Posting signs will be in compliance with Regulation 637, Rule 11(4). Signs shall be at least two and one-half (2 ½) inches square and shall depict a house surrounding by a cloud. The date shall be placed on the sign. See the rule for additional details on sign requirements.

B. **Ornamental or Turf Applications**

The primary point or points of entry must be posted. Postings shall remain at least twenty-four (24) hours. Postings will be in compliance with Regulation 637, Rule 11(2). Signs shall be at least four (4) inches high by five (5) inches wide and shall depict a picture of an adult and child walking a dog on a leash. The illustration shall depict, using a diagonal line across the circle, that this action is prohibited. See the rule for additional details on sign requirements.

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Pest Management Strategy and Pest Biology

Strategy

IPM involves use of available methods or strategies to control pests including sanitation, exclusion, reservoir reduction, harborage reduction, and population reduction. These terms are defined below:

A. Sanitation refers to a reduction of the food and water resources that are attractive to pests. By minimizing the resource of food and water available to the pests, we can greatly reduce the number of pests without the application of pesticides.

B. Exclusion refers to the use of caulk, mortar, screens or similar materials that can reduce or eliminate the entry of pests into the building.

C. Reservoir reduction refers to techniques such as removing a pest attraction feature such as a dumpster or mowing a weed field that provides harborage to mice.

D. Harborage reduction refers to elimination of habitat that provides a home (or harborage) to pests. For example, cleaning old equipment from a storage room will reduce harborage for mice.

E. Population reduction refers to means of control such as mechanical traps, use of repellents, or use of toxicants to drive away or kill pests. Chemical or biological pesticides may be utilized to reduce pest populations.

When considering what methods to utilize for pest control, the building manager shall consider the impact of human health and environment.

Pest Biology Information

The method used for control shall take into consideration the relationship between pest biology and pest management methods, giving due consideration to the impact on human health and the environment. When chemical controls are necessary, this program will attempt to use products that are least toxic to human health and the environment, while remaining effective in control of the target pest(s).

Some common pests and pest control measures are described below. It is important to identify the pest prior to implementing controls.

A. Pavement Ants

Ants commonly invade buildings through cracks in cement slab floors and exterior walls. Exclusion through sealing of the cracks is an effective means of control. Exterior perimeter treatments may also provide effective control. If ants still invade the building, baits are an effective means of control.

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B. German Cockroaches

Roaches can carry germs and disease. They prefer areas of high humidity and nearby food. They prefer harborage where they can fit closely. Sanitation and reduction of harborage are important in reducing the incidence of roach infestation. Glue boards may be used to detect the presence of roaches. Where roaches are found, baits can be an effective means of control. Crack and crevice or void treatments may also be used.

C. Mice

Mice may enter buildings to seek shelter. Exclusion and reservoir reduction are effective means of control. Keep weedy fields mowed. Move dumpsters away from the building. Clean the area of any debris that offers harborage. Use exclusion methods such as screens, caulk, and door sweeps. To eliminate mice present in the building, it is preferable to use mechanical methods such as traps or glue boards. Baits can be an effective tool, but should be used only with extreme caution and should NEVER be used in areas accessible to students.

D. Head Lice

Head Lice do not survive for more than a few hours when away from a host. Due to the biology of lice, insecticidal treatments to the school are NOT effective and should NOT be done. Instead, parents should be informed about the pest biology and given instruction for effective control measures on hosts (children) and garments such as hats that may be shared between students.

E. Flies and Gnats

There are many types of flies and gnats. Proper identification is important to determine the best type of pest control. Proper sanitation can provide effective control for most flies and gnats. Garbage containers should be closed and kept an appropriate distance from the buildings. Insecticides may be appropriate for reducing large populations of adult flies, but sanitation is the preferred means of control.

F. Other Pests

Other pests such as yellow jackets, hornets, and carpenter ants may occur. In all cases, the relationship between the pest biology and effective control measures must be considered.

Site Evaluation

Each school building is identified. Each building has areas identified in writing and with the attached map. The site evaluation includes recommended types of inspection and monitoring schedules.

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A. Kitchens, Break Rooms, Cafeteria, and Home Education Room

Visual inspection with a particular emphasis on cockroach and rodent infestations. Look for droppings, gnawing, harborage, or unsanitary conditions. Monitoring devices such as glue boards may be used. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

B. Bathrooms, Locker Rooms, Store Rooms, and Closets

Visual inspection. Bathrooms and locker rooms may be attractive to roaches. Look for droppings. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

C. Classrooms and Hallway

Visual inspection. Recommended to monitor on a weekly basis during periods when school is in session and bi-weekly during periods when not in session.

D. Boiler Room and Maintenance Area

Visual inspection. Monitor for rodents with glue boards or traps. Monitor on bi-weekly basis.

E. Exterior Area

Monitor periodically. Look for entry points into the building. Look for area that can serve as a reservoir for pests as weedy areas or accumulations of debris.

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ON-THE-JOB INJURY

Any employee incurring an injury while engaged in his/her performance of duties at the School shall abide by the following procedures:

A. The injured employee shall report to the School office and complete Form 8442 F1 before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken, and a report of the accident should be made to the Superintendent's office at the earliest opportunity.

B. The appropriate form shall be completed by the School office for injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.

C. Dental injuries require an estimate and approval prior to correction.

D. All physical examinations are to be given by a physician approved by the School.

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MANAGEMENT OF SELECTED CAUSAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CHICKENPOX (Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have tear drop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 14-16	5 days before rash to 6 days after rash first starts.	When lesions are dry and crusted and no new eruptions. At least 7 days after rash first appears.
FIFTH DISEASE (Erythema Infectiosum)	Rash begins as a solid red area on cheeks (“slapped cheek” appearance), spreading to upper arms and legs, trunk, hands and feet.	6-14 days	Probably 2 days.	Exclude for diagnosis. Before rash and 4-5 days later. Usually no treatment needed. Cause unknown.
INFLUENZA (Viral Influenza)	Starts suddenly with chills, fever, headache, muscle pains, and coughing. Followed by other cold symptoms.	24-72 hours	About 3 days from first symptoms.	About 3 days, at discretion of School nurse or director.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
SCARLET FEVER (Scarletina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunburn. Often the tongue has a "strawberry" appearance.	1-7 days av: 2-4 days	Variable. If not treated, can be contagious for months.	Exclude until 48 hours after treatment completed.
SPINAL MENINGITIS (Meningococcal) and (Haemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal meningitis small purplish spots are occasionally seen in skin and mucous membranes.	1-10 days av: 2-4 days	Unknown. Probably throughout the duration of symptoms.	Requires doctor's note for re-admittance to the School.
STREP THROAT (Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most pronounced symptoms.	1-7 days av: 2-4 days.	Same as above.	Same as above.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
ROSEOLA (Exanthem Subitum)	Sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Not until symptoms have disappeared.
RUBELLA (German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in the course of the illness.	14-21 days av: 16-18 days	7 days before to 7 days after rash onset.	7 days after rash onset.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
MEASLES (Rubeola)	Begins 3 to 4 days of gradually increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swelling inside the cheeks may be observed a day before the rash first appears. The rash usually last about five days. Sensitivity to light is also common.	8-13 days av: 10 days	4 days before rash and for up to 4 days after disappearance of the rash.	4 days after disappearanc e of the rash.
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101^{o} - 102^{o}F. or higher followed by swelling of one or both salivary glands. Swelling is below and in front of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the gland. Swelling usually lasts 5 to 7 days.	2 to 3 weeks av: 18 days	Usually 5 but may be as long as 7 to 9 days prior to the onset of salivary gland swelling.	5-9 days after onset and no symptoms.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
TUBERCULOSIS (TB)	Starts with fever, night sweats, and weight loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks	Variable. After starting treatment with anti TB drugs, a patient may become non-infectious in as little as two weeks.	Requires a doctor's note for re-admittance.
WHOOPING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	7-10 days av: 7 days	Early, when the patient has common cold-like symptoms. The patient becomes less infectious as the convulsive-like coughs begin. Infectious stage ends in about four weeks.	Requires doctor's note for re-admittance.

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The following diseases are spread by contact with tiny parasites on contaminated belongings of others:

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RINGWORM (Tinea Capitis; Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually reddish and filled with pus while the skin on the inside tends to return to normal.	4-14 days	As long as any untreated lesions are present and spores persist on contaminated materials.	Return after treatment has begun—cover with bandage or clothing, when possible.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching	3 weeks to 3 months	As long as the female worm survives in the intestine.	Return after treatment.

The following diseases are spread by the fecal-oral route – contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CAMPYLOBACTER (Vibriosis Vibrionic Enteritis)	Sudden onset of fever and abdominal pain and diarrhea which may be severe. May also be vomiting and sometimes blood in the stool.	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days). If not treated, up to 7 weeks.	Requires doctor's note for re-admittance.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
GIARDIASIS (Protozoan Diarrhea)	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	1 to 4 weeks after exposure	Entire period of infection.	Same as above.
SALMONELLOSIS (Acute Gastro Enteritis) (Food Poisoning)	Sudden onset of fever, Abdominal cramps, diarrhea, and possibly vomiting.	6-72 hours av: 12-36 hours	Variable. Throughout course of illness.	Same as above.
SHIGELLOSIS (Bacillary Dysentery)	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucous, or pus in the stools.	1-7 days av: 2-3 days	From onset of illness until 4 weeks later.	Same as above.
VIRAL GASTROENTERITIS (Viral Diarrhea; Winter Vomiting Rotoviral Diarrhea)	Abrupt onset of nausea, vomiting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-48 hours	From onset of illness until symptoms subside.	Same as above.

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DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
Hepatitis A (Infectious Hepatitis) (Epidemic Jaundice)	Sudden loss of appetite, nausea, and abdominal pain or discomfort. Within a few days, jaundice occurs with yellowing of eyes and skin and darkening of urine.	15-40 days av: 28 days	10-15 days before symptoms appear until the first few days of jaundice.	Same as above.

The following diseases are spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
IMPETIGO (Impetigo Contagiosa)	Isolated pus filled spots which become crusted and break releasing a straw-colored fluid. Occurs around the mouth and nostrils.	4-10 days	As long as pus filled lesions continue to drain.	Return when lesions are dry, there is no seeping and under treatment. Cover, if possible, while at the School.
PINKEYE (Epidemic Form of Acute Conjunctivitis)	Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of a sticky fluid that dries to a straw-colored, crusty material accumulating at the corners of the eye.	27-72 hours	During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.	Until under treatment.

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PEDICULOSIS (HEAD LICE)

Whenever a student is found to be infested with head lice, he/she may remain in school until the end of the school day but shall be restricted from activities involving close head-to-head contact or sharing personal items with other children.

The student may be readmitted to school the following day, but will be subject to examination by appropriate school personnel until no live lice and no nits within one quarter inch of the scalp are found.

The necessary at home treatment for lice is contained in Form 8450A F1. Form 8450A F1, and the cover letter (Form 8450A F2) shall be provided to the parents/legal guardians of the student.

The other students in the infested student's classroom and the student's sibling(s) should also be examined for evidence of either the lice or lice eggs (nits). The examinations should be done by the following person(s):

A. each student's parents.

B. the classroom teacher.

C. the School secretary.

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EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS

All School staff should be aware of the risks involved when exposed to and dealing with body fluids. It must be assumed that all body fluids are potentially infectious. However, by following procedures for universal infection control, the risks can be greatly reduced and the possibility of accidental infection can be minimized or prevented. A surface should be considered contaminated if blood, or the reasonably anticipated presence of blood, or other potentially infectious body fluids occur, even if the contaminates have dried. Certain pathogens (e.g., HCV) remain viable for extended periods in dried blood.

Sources of Infectious Organisms in Body Fluids

Source	Organism	Transmission
Blood - cuts/abrasions - nosebleeds - menses - needles - human bites	HBV HCV HIV/AIDS Cytomegalovirus	Contact with broken skin or membrane
Feces	HAV Salmonella bacteria Shigella bacteria Rotavirus	Oral inoculation from hands or food
Urine	Cytomegalovirus	Bloodstream, oral, and mucus membrane inoculation from hands
Respiratory Secretions - saliva - nasal discharge	HBV Tuberculosis Mononucleosis V Influenza V Common cold V Meningitis	Bloodstream, oral, and mucous membrane
Vomitus - may contain blood	Gastrointestinal V (Rotavirus) See "blood"	Oral from contaminated hands (see "blood")
Semen	HBV HIV/AIDS Venereal Disease	Sexual contact (unprotected)

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Materials and Equipment Required and Made Available to Dispose of Body Fluids

Antibacterial soap
Potable water
Paper towels
Latex and non-allergenic gloves
Hazardous material bags (red) and labels
Hazardous material (sharps) container
(puncture proof and leak proof)
Buckets and mops
Disinfectant solutions from the following list:

A. Sodium hypochlorite solution (household liquid bleach), one (1) part bleach to ten (10) parts water (e.g., 1-1/2 cups bleach to one (1) gallon of water, freshly prepared)

B. Phenolic germicidal detergent in a one percent (1%) aqueous solution (Lysol)

C. Quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (Tri-quat, Mytar, Sage)

D. Iodophor germicidal detergent with 500ppm available iodine (Wescodyne)

E. Sanitary absorbing agent (Chlora Sorb, X-O Odor Away)

Universal Infection Control Procedures

A. General

1. Wear disposable latex or non-allergenic gloves before making contact with body fluids during care, treatment, and all cleaning procedures.

2. Dispose of gloves and disposable cleaning materials in hazardous materials container (bag).

3. Wash hands with an antibacterial soap, even if gloves are worn.

4. Discard disposable items, including tampons, sanitary napkins, used bandages, and dressings in a hazardous materials container. (Rest rooms should have waste receptacles lined with hazardous waste bags.)

5. Close and label hazardous waste containers (bags) and dispose of them, in accordance with public health guidelines provided by the Grand Traverse Health Department. *Note: be sure your waste disposal carrier is authorized to dispose of hazardous waste materials.*

6. Use disposable items to handle body fluids whenever possible. Discard items in accordance with Item 5 above. If handling vomitus or feces, use a second barrier (i.e. plastic bag) in addition to gloves.

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B. Hand Washing

1. Use anti-bacterial soap and warm, running water.

2. Rub hands together to work up a lather, and then scrub between fingers, knuckles, backs of hands, under fingernails.

3. Rinse thoroughly.

4. Dry with paper towel or hot air. If paper towels are used, dispose of them in an appropriate container.

C. Washable Surfaces

1. Tables, desks (wear gloves)

a. Use household bleach solution of one (1) part bleach to ten (10) parts water, freshly mixed.

b. Rinse with fresh water.

c. Repeat "a."

d. Repeat "b."

e. Allow to air dry.

f. Dispose of gloves and wiping materials in a hazardous waste container.

2. Floors (wear gloves)

a. Use household bleach solution, as previously described.

b. Use a mop and two buckets: one for bleach solution and one for rinse water (with bleach or Lysol solution), in this way:

1) In bucket #1, dip, wring, mop up vomitus and/or blood.

2) Dip, wring, and mop until body fluids are cleaned up.

3) Dip mop into bucket #2, wring, re-mop (rinse) area.

4) Continue cycle until all spills are cleaned up, using fresh solutions as necessary

c. Soak mop in disinfectant solution after use.

d. Disposable cleaning materials should be placed in a hazardous waste container.

e. Pour solutions down a drain pipe and flush thoroughly.

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f. Rinse non-disposable cleaning equipment in disinfectant.

g. Dispose of gloves in a hazardous waste container.

h. Wash hands as described in B.

D. Non-washable surfaces (rugs, upholstery)

1. Apply sanitary absorbing agent, dry, vacuum.

2. Remove solid materials with broom and dustpan, using second barrier (disposable latex gloves), if necessary, to use hands.

3. Apply rug or upholstery shampoo as directed, then vacuum according to directions.

4. Clean dustpan and broom (if used) in disinfectant solution and let air dry.

5. Dispose of gloves in a hazardous materials container.

6. Wash hands as described in B.

E. Washable Materials (clothing, towels, etc.)

1. Rinse item under running water.

2. Place item in a hazardous materials bag and seal, until item is ready to be washed. Bags containing soiled, washable material must be clearly identified as "*Hazardous Material*" if an outside laundry service is used. Contact-sports uniforms should be closely inspected for blood and handled in an appropriate manner.

3. Rinse and wipe sink with paper towels – dispose of towels in a hazardous waste container.

4. Wash potentially contaminated materials separate from others, then dry as usual. If material is color-fast, add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup non-chlorine bleach (e.g., *Clorox II* or *Borateem*) to the wash cycle.

5. Dispose of gloves in a hazardous waste container.

6. Wash hands as described in B.

Accessibility of Equipment and Materials

A. Latex and/or non-allergenic gloves shall be available at all work stations and in all buildings and outdoor facilities.

B. Cleaning equipment and solutions, as described in the Materials and Equipment section, shall be readily available to all work stations.

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C. A hazardous material container (biohazard container, sharps container), with a cover that is puncture-proof and leak-proof, shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced, in accordance with public health guidelines.

D. Hazardous waste (red) trash can liners shall be used in all rest rooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.

E. Broken glass, plastics, or other small materials that have been contaminated with body fluids shall be placed in a puncture-proof, leak-proof container with a lid, labeled as "*Hazardous Material"* and disposed of, in accordance with public health guidelines.

NOTE: This guideline is not meant as an all-inclusive list of infectious organisms that may be contained in body fluids. Additionally, the use of brand name cleaning agents or other products in this guideline are meant as examples only and are not endorsements of the specific products mentioned.

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CONTROL OF BLOOD-BORNE PATHOGENS

Reference: 29 CFR 1910.1030

The following guidelines provide for the School's compliance with Federal regulations for protecting staff members against exposure to blood pathogens and other infectious materials that can cause Hepatitis B and/or HIV viruses.

Exposure Determination

Staff members in the following job classifications have responsibilities for which they could reasonably anticipate exposure to blood and other potentially-infectious materials:

A. custodians

B. special education teachers and aides who work with students who are prone to biting, scratching, and other such actions that can cause bleeding or exposure to saliva and other body fluids

C. members of a School staff who have been designated to provide first aid when and if necessary

Inoculation

Each of the staff members in the above-named categories shall be offered free vaccination with the Hepatitis B vaccine after training and within ten (10) days after reporting for duty at the start of the school year or when employed.

The Superintendent or designee shall determine which hospital or other health service shall give the vaccinations and do the necessary follow-up testing. He/She shall do the following:

A. arrange a schedule for vaccinations which makes it possible for the staff members to be vaccinated during their work time;

B. obtain the necessary information concerning the efficacy, safety, administration, and benefits of the vaccine so that each staff member can be properly informed prior to making a decision as to whether or not he/she wishes to be vaccinated;

C. ensure that the results of post-vaccination testing are properly recorded and kept confidential.

If the staff member declines, he/she shall complete Form 8453.01 F1 which shall be placed in the staff member's confidential file. (See AG 8320 - Personnel Records)

If the staff member chooses to be vaccinated, he/she shall sign Form 8453.01 F4 and report to the vaccine provider in accordance with the schedule.

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Precautions

A plan should be developed to identify the likely situations where staff members could be exposed, to describe how such situations can be minimized, and the ways in which exposure will be managed. AG 8453 provides a set of procedures for the proper handling of bodily fluids. Each of the staff members in the "at-risk" categories identified above are to be trained in these procedures when employed and at the beginning of each school year. The instructor is to be someone knowledgeable about blood-borne pathogens and other potentially-infectious materials, how they may be transmitted in a school setting, vaccinations, and the precautionary procedures. At the completion of the training, each staff member is to sign Form 8453.01 F2 confirming the date and content of the training and that he/she understands the content.

Post-Exposure Evaluation and Follow-Up

Whenever a staff member has contact with blood or other potentially infectious material, he/she shall immediately contact the Superintendent or designee and complete Form 8453.01 F3. The School shall offer the staff member a confidential medical evaluation by the health service.

The parents of the student who caused the exposure are to be contacted promptly to obtain permission for testing the student's blood for Hepatitis B and HIV viruses, either in cooperation with their physician or by the health service.

The exposed staff member is to be informed of the test results, if available, with the parents' consent and of the Federal and State laws concerning confidentiality. The staff member's blood should then be tested, with his/her consent. The staff member shall also receive post-exposure treatment, if so indicated by the Public Health Service or treating physician.

The healthcare professional conducting the medical evaluation is to be provided:

A. a copy of the Federal regulations concerning the Exposure Control Plan;

B. a copy of Form 8453.01 F2;

C. a copy of the staff member's job responsibilities vis-a-vis the exposure;

D. the results of the student's blood test, if available;

E. a copy of the staff member's medical records.

The health care professional shall, within five (5) days after the evaluation provide the School with a written opinion containing:

A. a possible recommendation for Hepatitis B vaccination, if the staff member has not already been vaccinated;

B. confirmation that the staff member has been adequately informed of the evaluation results and any further evaluation or treatment deemed necessary.

The staff member is to be given a copy of the written opinion within fifteen (15) days after receipt by the School. The original opinion is to be filed in the staff member's confidential medical file.

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Training

Blood-borne pathogen training is required within ninety (90) days of initial employment, at the time of initial assignment to tasks where occupational exposure may take place, and at least annually thereafter from the date of initial training.

Medical and Training Records

Medical records of the staff members must identify them by name and social security number and include any and all results of the status to Hepatitis B, examinations, testing, follow-up care, and written opinions. All such information shall be kept in the staff member's confidential files (AG 8320) and retained for the period of their employment plus thirty (30) years.

Training records must include the dates and content of the training, the name and qualifications of the instructors, and the names and job titles of the staff members. Each staff member's training record (Form 8453.01 F2) shall be kept in his/her personnel file for three (3) years after the training date.

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CHILD ABUSE OR NEGLECT

In compliance with Board of Education policy and State statute, professional staff members are required to report any sign of child abuse or neglect to the proper legal authorities. The child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Basically, *physical abuse* is the non-accidental, physical injury of a child; *physical neglect* is the failure to provide proper parental care, support medical attention, and education for a child; *sexual abuse* is any indecent sexual activity; and *emotional maltreatment* is failure to provide warmth, attention, supervision, and/or normal living experiences for a child.

In this respect, the following characteristics are considered signs of such abuse or neglect and should be reported immediately:

A. malnutrition and/or basic deprivation;

B. significant family history of abuse (siblings abused);

C. direct parental threats or admission of abuse or neglect (to eighteen (18) years);

D. symptoms of venereal disease;

E. dental injuries or eye injuries;

F. head injuries;

G. repeated burns or poisoning;

H. scars and bruises in unusual locations (neck, back, buttock, under arms, behind knees, tops and bottoms of feet);

I. injuries reflecting direct blows or use of instruments.

A child who is being abused may also exhibit the following characteristics:

A. hyperactive;

B. fearful of adults;

C. clinging (to adults);

D. anxious, tense, and nervous.

Procedure for Reporting

All suspected cases are to be reported, even if documentation is not available. The law provides protection for the reporting staff member. Professional staff members may report directly to the Family Independence Agency. Support staff members are to report to the Superintendent.

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A. The report shall include as much of the following information as possible:

1. the name, address, and telephone number of all of the following:

a. the reporter

b. the alleged child victim

c. the caretaker or guardian, if different from caretaker, of the alleged child victim

2. what is known of the child's behavior, level of functioning, and approximate age;

3. when and where the alleged abuse or neglect occurred; the type, extent, and duration of the alleged abuse or neglect; and the child's current condition;

4. when, where, and how the child is at risk of abuse or neglect;

5. the circumstances surrounding the alleged abuse or neglect or any other information that might be helpful to establish the cause of abuse or neglect;

6. what is known about the behavior and functioning of the caretaker of the alleged child victim;

7. whether or not anything has been done to reduce the risk to the child;

8. what actions have been taken, such as photographs, medical attention, or notification of law enforcement officials or other persons;

9. the identity and current whereabouts of the alleged perpetrator, the relationship of the alleged perpetrator to the alleged child victim, and the access he/she may have to the child;

10. any knowledge of other children living in the home and, if so, their names, approximate ages, and relationship to the alleged child victim;

11. any knowledge if other children in the home who are currently, or have been, alleged victims of child abuse or neglect and, if so, their names and approximate ages, and the identity of the alleged perpetrator;

12. the identity and location of anyone else with knowledge of the current allegation of abuse or neglect.

B. Notify the student's Superintendent that a report has been made. The Superintendent shall ensure that the suspected case has been properly reported; and, if not, he/she shall ensure that an appropriate report is made immediately.

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

D. The Superintendent shall ensure that the staff member, in accordance with law, requests a written response, verifying receipt of the report.

Investigation of Child Abuse or Neglect

A. When an investigator from the Department of Human Services (DHS) comes to a School and asks to interview a student, the following procedure is to be followed:

1. The Superintendent shall ask the investigator for his/her ID and shall make a copy of the ID. If the Superintendent is skeptical of the identification, he/she should obtain the telephone number of the investigator's superior to validate the investigator's identity.

2. The Superintendent is to cooperate with the DHS investigator to the extent compatible with the Superintendent's in loco parentis responsibilities.

3. The Superintendent should make reasonable efforts to be present, or have a representative present, during any interviews with the student. He/She should also obtain permission from the investigator to contact the student's parents prior to any interview. If the interviewer refuses the request, the Superintendent should make note of such refusal in his/her record. He/She should also remind the investigator that the student is not to be subjected to a search that requires the student to remove his/her clothing to expose private body parts, unless the investigator has a court order.

4. If the Superintendent believes compelling reasons exist that a School representative be present during any interview with a student, but the interviewer refuses the request for the presence of a School representative, the Superintendent should ask the DHS interviewer to obtain a court order to permit the investigator to interview the student without a School representative present.

5. After an investigator has completed his/her interview with a student, the investigator is required to meet with the Superintendent and the student about the response the Agency will take as result of the contact with the student. The Superintendent may also request the Agency to share additional, pertinent information about the situation that would not be shared with the student.

B. The Superintendent or designee will maintain contact with the social worker during the investigation period, and after the investigation of the suspected cases, the Superintendent shall request a written report.

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C. Upon completion of the investigation and/or receipt of the report, the Superintendent will discuss the status of the case with the social worker and determine if additional action is required.

1. If suspected abuse/neglect is not confirmed, the building copy of the report will be destroyed. If a report involves a special education student, it will be retained for three (3) years or until the student reaches eighteen (18) years of age, unless otherwise directed by the IEP Team.

2. If evidence of abuse/neglect is confirmed by the social worker the administrative copy of the report will be retained in the student's cumulative file.

3. In the event a child, who has been confirmed by the Department of Human Services as having been abused or neglected, transfers to another school within three (3) years of the confirmed abuse or neglect, or if the case has not been closed, the Superintendent shall inform the receiving school, in writing, of the status of the case.

Suspected Abuse/Neglect by Parents

Parents who are abusing their child may:

A. be reluctant to give information;

B. describe a story that doesn't fit the injury;

C. have an inappropriate reaction to severity of injury;

D. express unreasonable expectations for child's performance;

E. claim conditions that do not exist (e.g., He/She bruises easily" or "He/She moves constantly." (Child sits quietly.)

F. indicate family problems, such as marital discord; crowding; financial stress; psychological disorders; retardation; alcohol or drug addiction; etc.

When it is necessary to deal with parents who are suspected of child abuse, the staff member should try to be sympathetic and communicate a readiness to help. Parents are often beset by serious personal problems and may have been abused or neglected as children.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the School's due-process procedures for dealing with an employee's real or alleged violation of any law, Board policy, or administrative guideline. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency.

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NUTRITIONAL GUIDELINES

The Michigan Department of Education (MDE), Office for Child Nutrition (OCN), and the U.S. Department of Agriculture (USDA) shall provide necessary guidelines for nutrition standards to be followed regarding food and beverage items available for sale at school. When the MDE software is provided, it shall be used to determine the nutritional value of each food item and beverage available for sale at school. In addition, the school shall comply with the following requirements of the Health Choices for Healthy Children Act and the USDA Smart Snacks in School nutrition standards:

A. Any food sold in schools must:

1. be a "whole grain-rich" grain product; or

2. have the first ingredient a fruit, a vegetable, a dairy product, or a protein product; or

3. be a combination food that contains at least one-fourth (¼) cup of fruit and/or vegetable; or

4. contain ten percent (10%) of the Daily Value of one of the following nutrients: calcium, potassium, vitamin D, or dietary fiber.

B. "Entree items" are defined as items that are either:

1. a combination food of meat or meat alternative and whole grain rich food; or

2. a combination food of vegetable or fruit and meat or meat alternate; or

3. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters, and meat snacks (such as dried beef jerky).

Entree items (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu) must meet the following criteria:

1. contain less than 350 calories

2. contain less than 480 milligrams of sodium

3. contain a total fat content that composes less than thirty-five (35%) of the calories

4. contain a saturated fat content that composes less than ten percent (10%) of the calories

5. contain no trans fat, and

6. contain a total weight from sugar of less than thirty-five percent

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(35%) of the total food

Food not meeting the definition of entree (including all snacks and a la carte items) must meet the following criteria:

1. contain less than 200 calories

2. contain less than 230 milligrams of sodium

3. contain a total fat content that composes less than thirty-five percent (35%) of the calories

4. contain a saturated fat content that composes less than ten percent (10%) of the calories

5. contain no trans fat, and

6. contain a total weight from sugar of less than thirty-five percent (35%) of the total food

The following items are exempt from all nutrition standards:

1. fresh fruits and vegetables with no added ingredients except water

2. canned and frozen fruits with no added ingredients except water, or are packed in 100% juice, extra light syrup, or light syrup, and

3. canned vegetables with no added ingredients except water or that contain a small amount of sugar for processing purposes to maintain the quality and structure of the vegetable

The following items are exempt from the total fats standard:

1. reduced fat cheese (including part-skim mozzarella)

2. nuts and seeds and nut/seed butters

3. products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats, and

4. seafood with no added fat

The following items are exempt from the sugar standard:

1. dried whole fruits or vegetables

2. dried whole fruit or vegetable pieces; and dehydrated fruits or vegetables with no added nutritive sweeteners

3. dried whole fruits, or pieces, with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, tart cherries, or blueberries), and

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4. products consisting of only exempt dried fruit with nuts and/or seeds with no added nutritive sweeteners or fats

Accompaniments (condiments) such as cream cheese, salad dressing, and butter must be included in the nutrient profile as part of the food item sold.

C. Allowable beverages sold in school are limited to:

1. Elementary Schools:

a. water (no flavors): unlimited container size;

b. milk (low fat unflavored or fat free flavored or unflavored): up to eight (8) ounce container size; and

c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to eight (8) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces.

2. Middle Schools:

a. water (no flavors): unlimited container size;

b. milk (low fat unflavored or fat free flavored or unflavored): up to twelve (12) ounce container size; and

c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to ten (10) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces.

3. High Schools:

a. water (no flavors): unlimited container size;

b. milk (low fat unflavored or fat free flavored or unflavored): up to twelve (12) ounce container size;

c. juice (100% fruit juice, 100% fruit juice and water blend with no added sweeteners): up to twelve (12) ounce container size provided that the drink contains no more than 160 calories per eight (8) ounces;

d. any beverage that contains no more than forty (40) calories per eight (8) ounces (or sixty (60) calories per twelve (12) ounces): up to twelve (12) ounce container size;

e. calorie-free, flavored water: up to twenty (20) ounce container size; and

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f. any beverage that contains no more than five (5) calories per eight (8) ounces (or ten (10) calories per twenty (20) ounces) including caffeinated beverages and beverages with added sweeteners, carbonation, or artificial flavoring: up to twenty (20) ounce container size.

New Guideline Fall 2014

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TRANSPORTING STUDENTS BY PRIVATE VEHICLE

These guidelines are to be followed whenever a staff member will transport students by a private vehicle, whether it be his/her vehicle or some other person's. This guideline does not apply if the vehicle is a bus or van chartered from a licensed operator. In such cases, the Superintendent or designee shall be responsible for arranging for the chartered vehicle.

A. Make sure that the intended private vehicle is in proper working condition, seat belts are available for each passenger, and the vehicle is insured appropriately for liability. The driver must confirm that he/she has a valid driver's license.

B. Obtain written consent from each student's parent, using Form 8660 F2 - Parental Consent for Transportation by Private Vehicle. No student shall be allowed to ride in the vehicle without his/her parent's written consent.

C. Submit Form 8660 F1 - Request for Transportation by Private Vehicle to the Superintendent for his/her approval prior to the trip. Attach the signed parent consent forms to the request form.

D. Any students under the age of twelve (12), who are transported in a private vehicle, are to be seated in the rear seat(s) of the vehicle.

E. If the trip is out-of-town and the transportation is approved, follow the procedure, described in AG 2340A - Field Trips or 2340B - Other School-Sponsored Trips, regarding Emergency Medical Authorization Form 5341 F1.

F. Provide the School office with the trip itinerary and a list of names of the students who will be riding in the vehicle.

G. Upon return of the vehicle to the School, make sure each student has proper transportation home and remain at the School until all students have left the School property.

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INSURANCE

Insurance shall be placed with companies licensed by the State of Michigan. Insurance is to be placed through a qualified agent who shall be the agent of record on all policies, except that policies relating to annuities, group life, and accident and health may be placed through qualified agent(s), a direct-writing carrier, or a third-party administrator.

Each agent of record shall provide the following services, as appropriate to the type of insurance represented:

A. advice, with respect to all insurance matters, so that the School has adequate, but not excessive, insurance coverage at the lowest possible cost;

B. safety and fire inspections;

C. review of plans and specifications of all new buildings with the controlling Qualified Fire Insurance Rating Engineer to minimize penalty charges;

D. prompt processing of claims;

E. instructions on fire safety and prevention to the custodial staff.

Qualifications of Agent(s)

A. *Agent*(s) shall be defined as an individual or organization whose major source of income arises from commissions received from selling insurance.

B. In the case of an individual, he/she must have been engaged in insurance sales for a period not less than one (1) year prior to his/her designation as agent(s) of record by the Board.

C. The agent(s) shall be duly licensed by the State.

In all cases where a person has an accident claim against the School, he/she is to be referred to the Superintendent who will, in turn, take appropriate action with the insurance company.

No employee is to offer aid or advice on how to proceed with such claims. The Superintendent will instruct personnel on the submission of bills and on the means of pressing the claim.

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RELIGIOUS ACTIVITIES/CEREMONIES

Much professional judgment is needed to ensure that School policy complies with Constitutional and legal safeguards regarding the practice of religion. A helpful guideline to follow is the following four-part test. Each activity -- that may appear to be of a religious nature or use materials, rituals, or symbols, which may be otherwise associated with a religion -- must meet all four (4) of the following conditions:

A. The activity serves the educational purpose and goals of the School.

B. The purpose of the activity is secular.

C. The activity neither advances nor inhibits a religion.

D. The activity avoids excessive entanglements between the School and a religion or religious group.

This guideline applies to any and all activities and programs, at all levels, particularly those that take place at traditional holiday seasons such as Christmas and Easter.

Prior to planning or conducting an activity, School personnel should review the Board's two (2) policies dealing with religious matters -- Policy 2270 and Policy 8800. If a teacher has any question about the propriety of the activity, he/she should consult with the Superintendent prior to making any plans or decisions.

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RELIGIOUS EXPRESSION AT THE SCHOOL

The following guidelines apply to religious practices at the School and are drawn directly from the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable non-disruptive activities. School authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a non-disruptive manner, when not engaged in School activities or instructions. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics, just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Before or after the school day, students may also participate in events with religious content, such as "see you at the flagpole" gatherings, on the same terms as they may participate in other non-curricular activities on the School's premises. School officials may neither discourage nor encourage participation in such events.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and School administrators should ensure that no student is in any way coerced to participate in any religious activity.

Graduation Prayer and Baccalaureates

Under current Supreme Court decisions, School officials may not mandate or organize prayer at graduation or organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may, in some instances, be obliged to disclaim official endorsement of such ceremonies.

Official Neutrality Regarding Religious Activity

Teachers and School administrators, when acting in those capacities, are representatives of the State and are prohibited by the establishment clause from soliciting or encouraging religious activity. Teachers and School administrators also are prohibited from participating in any such activity with students. Further, teachers and administrators are prohibited from discouraging such activity because of its religious content and from soliciting or encouraging anti-religious activity.

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Teaching About Religion

Public schools may not provide religious instruction, but they may teach about religion, including the history of religion; comparative religion; the Bible or other scripture as literature; and the role of religion in the history of the United States and other countries -- all are permissible public school subjects.

Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student Assignments

Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments, free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the School, such as course of study objectives.

Religious Literature

Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to the School curriculum or activities. The School may impose the same reasonable time, place, and manner or other Constitutional restrictions on the distribution of religious literature as they do on non-School literature generally, but may not single out religious literature for special regulation.

Religious Excusals

Subject to applicable State laws, the School has substantial discretion to excuse individual students from lessons that are objectionable to the student or the student's parents, based on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free exercise of religion and if the School cannot prove a compelling interest in requiring attendance, the School is legally required to excuse the student.

Released Time

Subject to applicable State laws, the School has the discretion to dismiss students to off-premises religious instruction, provided that the School does not encourage or discourage participation or penalize those who do not attend. The School may not allow religious instruction by outsiders on the School's premises during the school day.

Teaching Values

Although the School must be neutral with respect to religion, School personnel may play an active role with respect to teaching civic values and virtue and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in the School.

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Student Garb

Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but are subject to the same rules as generally applied to comparable messages. Under the Religious Freedom Restoration Act, the School, generally, may not prohibit the wearing of particular religious attire (e.g., crosses, yarmulkes, head scarves, prayer caps) during the school day as part of students' religious practice.

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THE FLAG AND PATRIOTIC CEREMONIES

Reference: MCL 380.1166, 380.1175, 380.1347, 380.1532

The following are the guidelines to be followed when dealing with the flag or patriotic ceremonies:

A. The United States flag shall be displayed on a flagstaff erected on the School building(s) or at a conspicuous place on the School's grounds during school hours, except during inclement weather, in which case the flag shall be prominently displayed within the School building(s).

B. The Board shall purchase United States flags, flagstaffs, and necessary appliances.

C. Regular courses of instruction shall be given on the Constitution of the United States and the State's Constitution in the School. A one (1) semester course in Civics, stressing the rights and responsibilities of citizens, is required in high school.

D. During the celebration of Martin Luther King, Jr. Day, Presidents' (Lincoln's and Washington's) Birthday, the date of the adoption of the United States Constitution (September 17th), Columbus Day, Veterans Day and certain other days, teachers and students shall observe the celebration by proper and appropriate commemorative exercises.

E. Before a teaching certificate is valid, the holder shall make and subscribe to an oath to support the United States' and the State's Constitutions.

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CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed, concerning the care, custody, and display of the flag of the United States of America:

A. The U.S. flag should be displayed in or near every school building in the School, during each day the School is in session.

B. The U.S. flag should be displayed every day in or near the School's administration or central office.

C. The U.S. flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day, if properly illuminated during the hours of darkness.

D. The U.S. flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.

E. When the U.S. flag is carried in a procession with other flags, the others should be on the U.S. flag's own right. If in a line of flags, the U.S. flag should be in front of the center of the line.

F. The U.S. flag should not be draped over the hood, top, sides, or back of a vehicle.

G. When the U.S. flag is displayed with another flag against the wall from crossed staffs, the other flag should be on the U.S. flag's own right and the U.S. flag's staff should be in front of the staff of the other flag.

H. When the U.S. flag is displayed from a staff, projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.

I. When the U.S. flag is displayed, either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.

J. When the U.S. flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.

K. When the U.S. flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as he/she faces the audience. Any other flag should be displayed to the left of the speaker.

L. The U.S. flag shall be flown at half-staff as follows:

From the day of death and ---

1. for thirty (30) days for the President or a former President.

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2. for ten (10) days for the Vice President, the Chief Justice (or a retired Chief Justice) of the United States Supreme Court, and the Speaker of the House of Representatives.

3. until interment for an Associate Justice of the Supreme Court, a Secretary (of an executive or military department), a former Vice President, and the Governor of a State.

4. on the day of death and the following day for a member of Congress.

5. by order of the President.

6. by order of the Governor of Michigan.

The U.S. flag is flown at half-staff on Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

M. The U.S. flag should not be dipped to any person or thing.

N. The U.S. flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

O. The U.S. flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

P. The U.S. flag should always be carried aloft and free.

Q. The U.S. flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

R. The U.S. flag should never be used as a covering for a ceiling.

S. The U.S. flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The U.S. flag, when it is in such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The U.S. flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.

2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.

3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.

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4. The outer point is then turned inward, parallel with the open edge, to form a second triangle.

5. This diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing, and the form is that of a cocked hat.

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9000 RELATIONS

9120A	Public Relations Objectives
9120B	Photographs/Pictures
9120C	News Media Relations
9130	Complaint Review Committee Procedures
9130A	Procedures for Inspection of Instructional Materials
9150	School Visitors
9150A	Pets on School Property
9160	Public Attendance at School Events
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9700A	Distribution of Materials to Students
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Revised Fall 2011, Fall 2013; Spring 2015

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PUBLIC RELATIONS OBJECTIVES

The purpose of the School-community relations program is to establish and maintain in the public mind both respect for the School and confidence that it is providing the best possible education for the School's students in terms of intellectual, emotional, moral, social, and physical development.

To this end, parents and other School area residents are to be kept informed regarding Federal/State regulations and the policies and guidelines of the School's Board of Education.

The Superintendent or designee shall be responsible for the School's public relations program, which shall be designed to accomplish the following objectives:

A. To explain in an understandable, non-condescending manner, the programs, achievements, and needs of the School to the following:

   1. parents,

   2. local officials,

   3. community leaders,

   4. local business and industry,

   5. community organizations,

   6. special interest groups,

   7. the community as a whole,

   8. State and Federal agencies.

B. To obtain reliable, useful information regarding the following:

   1. what parents and prospective applicants expect from the School;

   2. what parents think the School is accomplishing;

   3. what parents and prospective applicants would like to know about the School;

   4. what parents would like the School to be doing differently.

C. To anticipate potential problems caused by misunderstanding or lack of information and take measures to eliminate them before they happen.

D. To operate meetings in accordance with law and as speedily and efficiently as circumstances permit.

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PHOTOGRAPHS/PICTURES

The Academy has a need for photographs for use in personnel records, student records, newsletters, general public information, and the like.

Whenever possible, a recent photograph should be obtained from each staff member and from each new staff member, upon employment. The photo shall be kept in the staff member's personnel file, primarily for use in publicity about the staff member and/or the Academy.

Commercial use of personal photographs shall be prohibited without specific approval of the parent and/or staff member. Group photographs of a general nature may be used for public relations and media press releases. However, individual photographs require written approval from the parent/staff member prior to use. (See 7540 F4)

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NEWS MEDIA RELATIONS

The Superintendent will function as the School's communication representative with the news media. To maintain a progressive and coordinated program of public relations for the School, it is essential that the following occur:

A. staff members not give School information or an interview requested by representatives of the news media without prior approval of the Superintendent, who will either set up an appointment for this purpose, which will not interfere with the staff member's daily activities, or will personally speak to the media representative about the matter;

B. anyone given permission to photograph a non-public School event or activity must submit the photographs to the Superintendent for approval prior to the use of the photographs to avoid possible invasion of privacy problems;

C. in cases where there is doubt, with regard to taste or privacy, but where publishing the photograph serves a purpose in the best interests of the School, the Superintendent will not authorize the use of the photograph, without first obtaining a release from the individual(s) concerned or their parent or guardian;

D. students are not permitted to provide information about School activities or to be interviewed by representatives of the news media without prior approval of the Superintendent, who is to be present at all such meetings with news media representatives.

The Superintendent shall take the following actions:

A. be available to media representatives;

B. provide media representatives, upon their request, with all the facts, to the best of his/her knowledge;

C. requesting, at the same time, that they not publish or broadcast any facts injurious to School personnel or students or any facts that would serve no constructive purpose;

D. keep media representatives fully informed with regard to the School in all aspects, activities, and changes, so that any reporting will be done on the basis of a complete and valid overview;

E. submit, suggest, or request feature stories or articles to media representatives that are of interest or importance to the interests of the School;

F. provide an agenda and other background material to media representatives who attend meetings of the Board;

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G. meet periodically with representatives of the news media to do the following:

1. discuss the School's progress and problems;

2. review general media impressions of the School;

H. assist various School-related groups with their relations with the news media;

I. protect School personnel from any unnecessary demands on their time by news media representatives.

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COMPLAINT REVIEW COMMITTEE PROCEDURES

The following procedures should be used by committees formed to review complaints concerning instructional materials.

A. A chairman and a secretary will be selected by the committee.

B. First Meeting:

1. Copies of the petitioner's complaint are distributed.

2. Copies of the material being challenged are distributed.

3. Relevant materials concerning the issue are made available.

4. The petitioner may make an oral presentation of not more than fifteen (15) minutes.

5. School staff may make an oral presentation of not more than fifteen (15) minutes.

6. The chairman directs each committee member to review the complaint carefully and be prepared to vote on the issue at the second meeting.

C. Second Meeting:

1. Committee discussion, led by the chairman.

2. Petitioner may be present to observe, but may not participate in the deliberations.

3. Vote of a simple majority of those present entitled to vote will determine the resolution of the complaint.

4. Only members who have read or viewed the material in its entirety may vote.

5. Balloting will be written and confidential.

The vote will then be forwarded to the Superintendent for his/her review and decision.

Minutes of each meeting will be kept by the secretary and distributed to the petitioner, the committee, and the Superintendent.

The petitioner -- who will have access to all materials made available to the committee as well as to the minutes of each meeting -- may appeal the decision of the committee to the Board.

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PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS

The following procedures should be used when a member of the public makes a request to inspect instructional materials.

A. Form 9130 F3 should be completed and submitted to the Superintendent.

B. Upon receipt of Form 9130 F3 and within five (5) days, the Superintendent will contact the person making the request to schedule an appointment for the person to come to the Academy to review and inspect the material indicated on Form 9130 F3.

C. After inspection and review, if the person would like to file a complaint about the instructional materials, the person shall follow the complaint procedures outlined in Policy 9130 and AG 9130.

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SCHOOL VISITORS

In order to protect the educational program of the School from undue disturbance, guidelines and procedures for visitors shall include the following:

A. Persons wishing to visit the School are to make arrangement in advance through the School's office.

B. Every visitor to the School must register at the main office and get a visitor's pass. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register at the School office is without authorization to be on School property and should be asked to either identify himself/herself properly and obtain permission by registering and getting a visitor's pass or to leave the School grounds. If the visitor refuses to leave the School grounds or creates any disturbance, the Superintendent should request aid from the local law enforcement.

C. No visitor may see a student in the School unless it is with the specific approval of the Superintendent or designee. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the School with anyone who is not clearly identified as his/her parent or an appropriately authorized person.

D. Students may not bring guests to the School, unless permission to do so has been granted by the Superintendent or designee.

E. Other than parents who have been asked by a teacher to be in the classroom, other parents who wish to observe learning activities taking place in their child's classroom are to confer, in advance, with the Superintendent and the teacher and state the purpose of the visitation.

Parents must understand that, because classroom visitations can be distractive to the students, the following guidelines have been established for classroom visitations:

A. Visitations are not to occur during examinations and independent study periods.

B. Parents are to be silent observers and are not to create any type of disturbance or disruption to the learning process.

C. Copies of instructional materials being used by the students or teacher may not always be immediately available during the visitation.

D. Any comments made by individual students are to be maintained in confidence by the visitor to the activity.

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E. Use of audio or visual equipment to record classroom activities must be approved by the Superintendent and the teacher. No visitor shall be allowed to videotape students in the classroom, without the prior consent of the Superintendent, as it may violate the privacy rights of students unrelated to the visitor. Recording other School activities to which the public is invited will be in accordance with AG 9160 - Attendance at Public Events.

F. If the nature and instructional purpose of any activity calls for students to be segregated by gender for purposes of privacy, only visitors of the same gender may observe those groups in the privacy areas.

G. Any comments or concerns are to be discussed with the teacher before or after the School day when students are not present.

H. If a parent or other visitor wishes to tape record a conversation with a teacher or the Superintendent, he/she should request permission from the teacher or Superintendent, although the person is not obligated to do so. If the teacher or Superintendent wishes to record a conversation with a parent or other visitor, he/she is to inform that person that the conversation is being recorded before the conversation begins.

A copy of these guidelines and Form 9150 F1 is to be given to, and signed by, each non-staff visitor to a classroom, as an indication that he/she understands the guidelines and is willing to abide by them.

Visitors are encouraged to meet with the Superintendent and teacher during non-instructional hours to discuss the observation and to obtain answers to their questions. If a parent has a concern about what may be transpiring in his/her child's classroom, he/she should follow the Board's Policy 9130, which states that the parent should address the matter first with the teacher and, if not rectified, only then meet with the Superintendent.

No staff member is to transact business with a visitor who has not duly registered at the School office and received authorization to be present for the purpose of conducting business.

If a disabled person should visit the School and request accommodation and he/she has not submitted the Request for Accommodation Form 9160A F1 in advance, the Superintendent should ask the person to allow the School adequate time to arrange for the accommodation, providing such accommodation is reasonable (see AG 9160A).

In a conspicuous place at each entrance, the Superintendent shall post, the guidelines and procedures to be followed by visitors.

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PETS ON SCHOOL PROPERTY

Although School's property is owned by a public entity, access to the general public may be restricted. To provide a safe and sanitary environment for students, the following restrictions will apply to bringing pets on to school property.

Pets are defined as any animal maintained primarily for the pleasure of its owner (mammal, bird, reptile, fish or amphibian).

A. Pets are permitted on school property with prior permission from the building administrator, or the Superintendent for those properties not directly associated with a particular school.

B. Pets are permitted on school property if properly restrained within a vehicle, such that they may not exit, including times when the doors and/or windows to the vehicle are opened.

C. Pets are permitted on school playground only when school is not in session. Pets must be leashed, under control and not frighten or intimidate any other users of the playground. Pets shall not be permitted to urinate on the playground equipment, and all fecal matter shall be promptly removed and disposed of in a proper trash receptacle.

D. All State and local regulations must be complied with, including but not limited to license, vaccination and leash laws.

E. Pets shall be kept under control at all times and shall not be allowed to jump on, growl or show other acts of aggression toward any other person, pet or animal.

F. Owners are responsible for keeping their pets from urinating on personal property or outdoor equipment (e.g. furniture, bicycles, backpacks, playground and athletic equipment).

G. All animal waste shall be properly bagged and either removed from the premises or deposited in an appropriate trash receptacle.

H. Failure to abide by the rules may result in exclusion of the pet and the owner from the use of School property and facilities.

I. Pets are permitted on school property provided they are not aggressive and are maintained under control at all times. Pets shall not be allowed to urinate or defecate on common traffic areas, groomed landscaping, playgrounds, athletic fields, personal property or outdoor fixtures. Owners shall be responsible for cleaning up any waste deposited by their pets, and removing it from the premises, or depositing it in an appropriate trash receptacle. Failure to abide by these rules may result in exclusion of the pet and owner from the use of School property and facilities.

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J. Potentially dangerous animals are not allowed on school premises. This includes, but is not limited to: (fill in desired exclusions - _____ e. g. wild or exotic cats, pit bull or pit bull mix, wolves, or wolf mix, German Shepherd, Rottweiler, Dogo Argentino, Presa Cannario, Cane Corso, alligator, etc.). The Superintendent or a building administrator may, at his/her sole discretion, may restrict access to any individual pet based on concerns over aggressive tendencies.

K. Excess barking or other loud or repetitive noises by pets are not allowed.

These provisions do not apply to:

A. properly certified service animals present to assist those who need to access school property for a legitimate business purpose or who are present on school property in accordance with access permitted to the general public;

B. canines brought on the premises by law enforcement personnel for law enforcement purposes.

New Guideline Fall 2011

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PUBLIC ATTENDANCE AT SCHOOL EVENTS

The following regulations are to be observed with respect to the conduct of School events:

A. All laws regarding public assemblies must be strictly complied with. Use of tobacco in any place of public assembly in any School building is absolutely prohibited. The sale, possession, or consumption of any form of alcoholic beverages or prohibited drugs is absolutely prohibited in or on any part of the School buildings or grounds.

B. Participation in raffles and other such forms of fund-raising for School-related events is permissible, if the event is authorized by the Superintendent, in accordance with any applicable State regulations.

C. A schedule of fees for all School events shall be prepared by the Superintendent or designee.

Use of Recording Devices

Anyone attending an event at the School, who wishes to record the activity on a visual recording device, shall be asked to abide by the following rules:

A. The recorder must operate the device within the area designated by the Superintendent or director of the activity.

B. The camera must not block the view of any other attendees or interfere with others who seek to record the activity.

C. Those who record or assist a recorder must not block any passageways or interfere with any other attendee's participation or observation of the activity.

D. If sound is also being recorded, the recorder must not ask other attendees to be quiet or to change their behavior to improve the quality of the sound recording.

E. The recorder must agree to abide by all of the School safety rules, a copy of which, if requested, shall be provided by the Superintendent or director of the activity.

F. If the School is recording the activity, the Superintendent may arrange for a person to obtain a copy, providing he/she agrees to provide a tape or disc and pay whatever the Superintendent may need to charge to cover the costs of transfer.

Where the School does not possess the appropriate license or permission to allow the recording of a copyrighted work or performance, notice will be given, when possible, prior to the exhibit or performance. Announcements shall be made at the beginning of any such exhibit or performance.

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ACCESSIBILITY OF SCHOOL FACILITIES

Building Section 504/ADA Compliance Officers, along with the School Section 504/ADA Compliance Officer(s) are responsible for making sure interested persons (e.g., applicants, participants, members of the public), including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by persons with disabilities. This mandate requires that communications with disabled persons is effective as communications with nondisabled persons. As such, the School shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program or activity conducted by the Board. The type of auxiliary aid or service necessary to enable effective communication will vary in accordance with the length and complexity of the communication involved~~.~~ , and determinations will be made on an individualized case by case basis. Factors to be considered in determining an appropriate accommodation/auxiliary aid/service include:

A. the context in which the communication is taking place;

B. the number of people involved; and

C. the expected or actual length of the interaction(s); and

D. the importance of the communication.

Because modes of communication evolve, the School will reassess its effectiveness regularly, as circumstances and technologies change. When an auxiliary aid and/or service is required, the School will provide an opportunity for individuals with disabilities to request the auxiliary aids and/or services of their choice, and will give primary consideration to the choice expressed by the individual. The School will generally honor the requestor's choice, unless it can demonstrate that another equally effective means of communication is available, or that use of the means chosen would result in a fundamental alteration of the service, program or activity, or in undue financial and/or administrative burdens. This determination will be made by the Compliance Officer after considering the resources of the School, the impact on the program, service or activity, and the comparable efficacy of the various auxiliary aids and services, while giving primary consideration to the requests of the individual with disabilities. If the Compliance Officer denies a requestor's choice, s/he will notify, in writing, the person requesting the auxiliary aids/services of his/her determination, including the reasons for his/her decision.

<table>
<tr><td colspan="2">Examples of Auxiliary Aids/Services
for Individuals who are Deaf or Hard of Hearing:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Qualified interpreters – an interpreter who is able to sign to the individual who is deaf what is being said by the hearing person and who can voice to the hearing person what is being signed by the individual who is deaf; this communication must be conveyed effectively, accurately and impartially, through the use of any necessary specialized vocabulary.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Telecommunication devices for deaf persons (TDDs).</td><td>Telephones compatible with hearing aids.</td></tr>
</table>

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Computer-aided transcription services.	Closed caption decoders.
Written materials.	Note-takers.
Telephone handset amplifiers.	Videotext displays.
Assistive listening systems.	Exchange of written notes.
Examples of Auxiliary Aids/Services for Individuals with Vision Impairments	
Qualified readers.	Braille materials.
Taped texts.	Large print materials.
Audio recordings.	Assistance in locating items.
Examples of Auxiliary Aids/Services for Individuals with Speech Impairments	
TDDs.	Speech synthesizers.
Computer terminals.	Communication boards.

Because the standards for IDEA-compliance are not the same as ADA requirements, the School will consider students' effective communication needs separately from any IDEA obligations

Since the School communicates by telephone with applicants and beneficiaries, TDDs or equally effective telecommunication systems will be used to communicate with individuals with impaired hearing or speech.

Administrators are responsible for verifying that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities and facilities. Additionally, administrators are directed to verify that proper signage is present at all inaccessible entrances to their facilities, directing users to an accessible entrance or to a location at which they can obtain information about accessible facilities. The international symbol for accessibility should be used at each accessible entrance to a facility.

The School Compliance Officer(s), shall verify that the following notice is made a part of each communication concerning a school activity to which the public is invited:

"Upon request to the Superintendent, the School shall make reasonable accommodation for a person with a disability to be able to participate in this activity." (see Form 9160A F1)

With regard to accessibility of facilities, the School will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, development and maintenance of an accessible School website, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the School will serve persons with disabilities in the most integrated setting appropriate.
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Replaced Fall 2011
Revised Guideline Spring 2015

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SECTION 504/ADA – COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF SCHOOL FACILITIES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person is designated as the School's Section 504/ADA Compliance Office ("School's Compliance Officer"):

Superintendent
1026 Red Drive
Traverse City, MI 49684
Phone: 231-946-4400

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officers").

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the School Compliance Officer or the Building Compliance Officers. The School's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

A person who has a complaint about School facilities or services may register such complaint with the Building Compliance Officer and/or School Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

A. The written complaint must contain the following information:

   1. Name(s) of person(s) filing complaint.

   2. Whether the person(s) represents an individual or group.

   3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or the School Compliance Officer.

   4. A written summary of the complaint and a proposed solution.

B. The Building Compliance Officer or the School Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint.

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C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the Superintendent, who will respond within ten (10) business days.

D. If a satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Directors. The Board will consider the complaint and respond within forty (40) calendar days.

OCR Complaint

At any time, if a member of the public believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended (“ADA”), the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
600 Superior Ave. East, Suite 750
Cleveland, Ohio 44114-2611
(216) 522-4970
FAX: (216) 522-2573
TDD: (216) 522-4944
E-mail: OCR.Cleveland@ed.gov
Web: http://www.ed.gov/ocr

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under Section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

New Guideline Fall 2011

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SCHOOL-SUPPORT ORGANIZATIONS

In accordance with Board policy, all School-support organizations, including parent associations, booster clubs, and the like, are to abide by the following guidelines:

A. Bylaws of the organization must clearly state the following:

1. the purpose of the organization must be to benefit the students of the School;

2. the name of the organization;

3. the procedure for the election of officers and the length of terms;

4. provisions for student and staff involvement that include a statement that an administrator or faculty member of the School is included on the organization's advisory board and that any student or staff involvement in the conduct of the organization's activities is subject to the approval of the Superintendent.

B. Each organization must submit its plan for any and all fund-raising activities including the following:

1. the purpose of each fund-raising activity;

2. the fund-raising procedure;

3. the bookkeeping procedure that will be used;

4. designation of a fiscal officer for the organization who will be responsible for the accounting of funds;

5. assurance that none of the proceeds from a fund-raiser are commingled with a student activity account;

6. agreement that none of the activities involve the use of public funds;

7. a guarantee that funds will be used in ways consistent with the purpose of the organization;

8. agreement that any purchases made by the organization are not represented as School expenditures and do not use identification numbers of the School, such as tax I.D. numbers, purchase order numbers, sales tax exemption forms, and the like.

C. Each organization agrees that any donations made to the School shall be accomplished in accordance with Board Policy 7230 and the accompanying guidelines.

D. Each organization agrees to abide by the Board’s policies and the administrative guidelines regarding the use of School facilities and grounds.

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FUND-RAISING BY CHARITABLE ORGANIZATIONS

Charitable organizations are defined as any benevolent, philanthropic, patriotic, not-for-profit or charitable group, association, corporation, or organization proposed to be such, which solicits and collects funds for charitable purposes.

The following criteria will be used to ensure equitable consideration of all requests by charitable organizations or groups to solicit funds on School premises. In this context, fund-raising shall also include solicitation of clothing, foodstuffs, or other products.

A. The purpose of the fund-raising is to help alleviate an economic, health, cultural, educational, or social need in the School's community area.

B. The funds are not used for religious or political purposes.

C. The organization has a definite plan for the collection and distribution of funds.

The Superintendent or designee shall develop a procedure that each approved organization is to follow concerning the solicitation and collection of funds within the building or on the premises. The procedure must ensure the following:

A. students are not involved in the solicitation or collection of funds;

B. there is no disruption of the School program;

C. no funds are left in the building overnight or in an unsecured area.

Each requesting organization shall complete an application form provided by the School that shall include the following:

A. the names and addresses of the organization and the persons involved;

B. the dates and times of solicitation;

C. where solicitation will take place;

D. proof that the organization is charitable;

E. proof of compliance with the percentage limitation for administrative and solicitation expenses.

These guidelines shall apply to all fund-raising activities, other than approved student fund-raising activities and those approved for School-related organizations.

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DISTRIBUTION OF MATERIALS TO STUDENTS

Procedures

Any person or organization wishing approval to distribute material on School property must first submit a copy of the material to the Superintendent or designee in advance of desired distribution, together with the following information:

A. name of the person or organization;

B. date(s) and time(s) of day of intended distribution;

C. location where material will be distributed;

D. the grade(s) of students to whom the distribution is intended;

E. manner in which the material will be distributed;

The Superintendent or designee may either approve the distribution of the material or deny it, by indicating how such distribution violates Board Policy 5722, Policy 8800, Policy 9700; any of the criteria listed below; or a restriction regarding time, place, and manner.

Criteria

The distribution may be authorized if the material meets the following criteria:

A. The material is related to a current course of study offered by the School;

B. The material ties in with a School-sponsored activity;

C. and will be distributed only to students participating in that activity;

D. The material is unrelated to a School activity but is related to an activity for students that is conducted by an approved outside organization;

E. and is to be distributed only to students who are participating in that activity;

F. The material is unrelated to any type of student activity but presents information that will be beneficial to the students receiving the material, and distribution by other means is either neither possible nor feasible.

Permission to distribute or display material does not imply agreement of its contents by either the administration of the School, the Superintendent, or the Board.

Time, Place, and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place, and manner as determined by the Superintendent who shall ensure the following:

A. no material is distributed or displayed during a time or at a place of a School activity if it is likely to cause a substantial disruption of that activity or of other activities;

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B. no material is distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the School.

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CRITERIA FOR COMMERCIAL MESSAGES

Any organization that seeks, or is requested, to provide materials or equipment to the School that contains commercial messages designed to sell a product or service must submit the request to Superintendent or designee before the materials or equipment may be used by the School.

The determination of the appropriateness of the commercial message will be based on the following criteria:

A. The message relates to a product that is appropriate for and legal to minors.

B. The message relates to a product or service that would not be considered educationally controversial or objectionable to a significant number of parents or other members of the School's community.

C. The message can be presented without loss of instructional time.

D. The message consists of no more than the name of the product (service) and/or the name of the sponsoring organization.

E. The primary intent of the sponsor is to provide the School with an item that is beneficial to the School, rather than to provide a means for the sponsor to sell a product or service.

Signs identifying the School’s premises and facilities shall be free of any commercial advertising.

The administration recognizes that certain publications, such as newspapers and magazines used in a classroom or media center, contain advertisements. The staff member who obtains any such materials is responsible for reviewing them to ensure there are no editorial matters or advertisements that promote illegal, promiscuous, or prurient behavior or fosters any form of prejudice against any group of people.

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