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The 2000 series of Board Policies requires or permits the Superintendent, or designee, to promulgate and implement administrative regulations. The Superintendent, pursuant to this authority, promulgated and implemented these administrative regulations on March 1, 2017 and posted them on the district's website. All School District personnel and students are required to follow these administrative regulations.

**2101-AR      Curriculum Development and Implementation****2101.1-AR      School District Curriculum**

The School District's curriculum is the Michigan Academic Standards.

**2101.2-AR      Implementing the School District's Curriculum**

The principal of each building will be responsible for implementing the District's curriculum at that building. The principal may delegate duties related to the implementation of the District's curriculum, but remains accountable to the Board and the Superintendent for curriculum implementation. Every teacher will be responsible for implementing the School District's curriculum and utilizing the resources provided by the District in his/her classroom.

**2101.3-AR      Courses and New Courses**

The School District's Executive Director of Secondary Curriculum will be responsible for creating the courses necessary to implement the School District's curriculum at the secondary level. Teachers and administrators are encouraged to share their ideas for modifying courses or creating new courses to implement the School District's curriculum. Such ideas should be forwarded to the appropriate School District administrator. Parents and community members who wish to share ideas for modifying courses or creating new courses may do likewise.

**2101.4-AR      Disabled Students**

The School District's Executive Director of Special Education is responsible for implementing the federal and Michigan laws that apply to the education of eligible disabled students enrolled in the District, such as the Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and Michigan's Administrative Rules for Special Education. The Executive Director of Special Education may delegate duties related to implementing these laws, but remains accountable to the Board and the Superintendent for implementation.

**2101.5-AR      Credit**

### **2101.51-AR Generally**

A student earns credit toward a Michigan Merit Diploma when he/she successfully completes the subject area content expectations or guidelines developed by the Michigan Department of Education (MDE) that apply to the credit. The Superintendent and building principals are responsible for informing teachers of MDE expectations and guidelines. Teachers are responsible for informing students of content expectations and guidelines. Teachers are also responsible for determining whether a student has successfully completed content expectations or guidelines. The teacher's determination will be based, at least in part, on one or more assessments developed or selected by MDE or the District. In the absence of MDE content expectations or guidelines, the Superintendent or designee will develop content expectations or guidelines for classes offered by the District.

### **2101.52-AR Testing Out**

A student may earn credit toward a Michigan Merit Diploma (MMD) by testing out of a class. The District will permit a student to earn credit by testing out of a class if the student demonstrates reasonable mastery of the class's MDE content expectations or guidelines by earning a qualifying score, as determined by MDE, on one or more assessments developed or selected by MDE. In the absence of a relevant MDE assessment, a student may test out of a class by earning a qualifying score, as determined by the District, on an assessment or assessments developed or selected by the District. Separately, the District will grant credit to any high school student who can exhibit reasonable level mastery of a high school class. The student may demonstrate reasonable level mastery by attaining a grade not less than a C+ on the final examination for the class or, if there is no final examination, by exhibiting mastery through one or more assessments developed or selected by MDE or the District. A student who earns credit pursuant to the preceding sentence will receive a "pass" grade that will not be included in the calculation of his/her grade point average for any purpose. Additionally, the student may not, thereafter, enroll in or receive credit for a course lower in the course sequence concerning the same subject area.

### **2101.6-AR Graduation and Diploma Requirements**

#### **2101.61-AR Michigan Merit Diploma (MMD)**

The School District will grant a MMD to a student who has satisfied the requirements of the Michigan Merit Curriculum (MMC). The Superintendent may establish graduation requirements in addition to those set forth in the MMC.

#### **2101.62-AR District Specific Graduation Requirements**

The School District will not grant a MMD to any student who has not taken all legally required and District-wide assessments.

### **2101.63-AR Personal Curriculum**

A Personal Curriculum (PC) may modify MMC requirements in order to: add credit requirements; complete an MDE-approved formal career and technical education program; modify content standards for mathematics; modify, when necessary, credit requirements for a student with an IEP; or, modify credit requirements for a student who transfers from out-of-state or from a nonpublic school and is unable to meet MMC requirements for that reason. A PC must be prepared in compliance with all applicable legal requirements and may not be implemented without the Superintendent's or designee's approval, which will be based on his/her assessment of the Student's best interests. The Superintendent or designee will post on the School District's web site and provide annual notice to parents explaining the availability of PCs and that students may be eligible for a PC.

### **2101.64-AR Certificate of Completion**

The School District will award a certificate of completion or other diploma to a student who does not qualify for a MMD, upon the recommendation of the Superintendent.

### **2101.7-AR Field Trips**

#### **2101.71-AR School District Sponsored Field Trips**

The School District may, from time-to-time, sponsor field trips as one method of implementing the School District's curriculum. Proposed field trips must be approved by the building principal and the Assistant Superintendent for Curriculum and Instruction. Guidelines, forms, and timelines must be adhered to for all field trips, extended field trips, and extended international field trips.

The School District may, or may not, ask parents or other responsible adults to serve as field trip chaperones. The School District may require adult chaperones to complete background checks as deemed appropriate by the School District. Adult chaperones may not engage in illegal activities or drink alcoholic beverages on School District sponsored field trips.

Students who participate in School District sponsored field trips are subject the same rules as when they are in school, including the District's Student Code of Conduct.

#### **2101.72-AR Travel with School District Students**

School District personnel are discouraged from travelling with School District students except on School District sponsored field trips. School District personnel who choose to travel with students on trips that are not sponsored by the School District may not, in any manner, suggest such travel is required, encouraged or sponsored by the School District.

### **2101.8-AR Public Performances and Exhibitions**

The School District may, from time-to-time, schedule public performances and exhibitions as one method of implementing the School District's curriculum. Proposed public performances and

exhibitions, including any charges for admission, must be approved by the building principal and the District administrator responsible for creating courses to implement the District's curriculum at the level in question (elementary or secondary). The School District will not approve public performances or exhibitions that, in the School District's pedagogical judgment, are not appropriate for the students involved or potential student audiences.

### **2101.9-AR Patriotic Observances**

The School District encourages the display of the national and state flags on School District premises and School District-related events. The display of flags will be according to applicable law. Flags may not be lowered except in a manner consistent with applicable law and the approval of the Superintendent. The School District also encourages the singing of the National Anthem and the recitation of the Pledge of Allegiance on School District premises and before School District related events.

## **2102-AR Parental and Family Engagement**

### **2102.1-AR Parental and Family Engagement *(Revised 7.17.18)***

Parental and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: that parents and family play an integral role in assisting their child's learning; that parents and family are encouraged to be actively involved in their child's education at school; that parents and family are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and, the carrying out of other related activities. The School District's Assistant Superintendent for Curriculum and Instruction is designated with the responsibility to meet these commitments by: developing a School-Parent Compact, consistent with the Every Student Succeeds Act (ESSA); scheduling meetings with interested parents, at least semi-annually, to jointly develop, review and modify the School-Parent Compact; communicating with parents in an understandable format, through the School District's web site and other media, with alternative formats available upon request for parents with limited English proficiency and parents with disabilities; and, circulating drafts of the School-Parent Compact prior to final adoption.

School Review and Improvement. The School District's Assistant Superintendent for Curriculum and Instruction is responsible for scheduling and conducting local improvement plan meetings required by the ESSA and Title I for the purpose of determining the assistance and support that will be offered to schools to develop parent and family engagement that improves their children's academic achievement. Participating parents will be provided with interpreters or translators during the meeting, as necessary, to permit meaningful participation. Parents will be encouraged to provide comments about School District and school practices. Parent comments will be submitted with the Compact to MDE for review. Parents will be involved in decisions on how the 1% of Title I funds reserved for parental and family engagement is spent. The School District will ensure that 95% of the 1% goes directly to the schools.

Improving Student Academic Achievement and School Performance. Building principals are designated as the primary contact person to receive parental input and to provide building staff with assistance in implementing suggested improvement activities and processes.

Program Supports. Building principals will promptly report to the School District's Assistant Superintendent for Curriculum and Instruction all parental input received pursuant to this administrative procedure. The Assistant Superintendent for Curriculum and Instruction will coordinate the support offered to individual schools and utilize effective communication strategies, particularly for parents and families from diverse cultural, socio-economic and language backgrounds.

Parent and Family Support and Training. The School District's Assistant Superintendent for Instruction and Curriculum will coordinate the assistance the School District provides to parents and family members to assist their meaningful engagement in their children's educations. The School District's Assistant Superintendent for Curriculum and Instruction will coordinate periodic parent and family member meetings to discuss: the School District's academic content standards; the School District's standard assessments and achievement standards; the manner in which the School District monitors student academic performance; and, parent and family communication with teachers and other building-level personnel. Specially focused support will be offered for parents and family members of pre-school aged children, recognizing the importance of early intervention and the needs of this population. The School District's Assistant Superintendent for Curriculum and Instruction will also coordinate the School District's provision of materials and training to assist parents and family members in understanding areas such as literacy and technology and provide parents and family members with grade-level materials and training to help them support their children's learning at home.

School District Staff Supports and Training. The School District's Assistant Superintendent for Curriculum and Instruction will coordinate meetings for designated staff members to assist them in encouraging parents and family members to engage in meaningful participation, including: reaching out and communicating with parents and family members; understanding the importance of parental and family engagement; how to implement and coordinate parent and family programs; and, how to work with parents and family members as partners.

Coordination of School District and Community Programs. The School District will make reasonable efforts to coordinate its programs with any similar programs in the School District's geographic boundaries.

Evaluation of School District Programs. The School District's Assistant Superintendent, for Curriculum and Instruction will coordinate an annual evaluation of the School District's implementation of its programs, with parental and family participation. The evaluation will include the identification of any obstacles to parental and family engagement and the effectiveness of the School District's parental and family member policy and administrative regulations in improving academic quality. Revisions to the School District's parental and family member policy and administrative regulations will be made, as needed, with the involvement of parents and family members.

## **2104-AR Textbooks and Other Instructional Materials**

### **2104.1-AR Supplies for Students**

The School District will meet its legal obligation to provide students with instructional supplies. The principal of each building is primarily responsible for providing textbooks and other instructional supplies and materials necessary to meet this obligation. Students and families will not be charged for textbooks, instructional materials, supplies or for participation in District-related activities and events except as permitted by guidance issued by the State of Michigan Board of Education and approved by the District's Superintendent. The building principal may waive otherwise applicable charges based on financial need on a case-by-case basis.

### **2104.2-AR Supplies for Administrators and Teachers**

The School District will provide its administrators and teachers with the supplies, materials and equipment necessary to implement the School District's curriculum and courses.

### **2104.3-AR Selection of Textbooks, Materials, Supplies and Equipment**

The District will provide its administrators and teachers with the supplies, materials and equipment necessary to implement the District's curriculum and courses.

### **2104.4-AR Selection of Textbooks, Materials, Supplies and Equipment**

The Superintendent delegates to the District's Assistant Superintendent for Curriculum and Instruction the responsibility for recommending the selection of textbooks, materials, supplies and equipment necessary to implement the District's curriculum and courses. The District's Assistant Superintendent for Curriculum and Instruction may establish a standing or ad hoc committee to assist in developing such recommendations. Generally, but without limitation, recommended textbooks, materials, supplies and equipment should meet the following criteria: consistency with the District's curriculum and courses; factual accuracy and genuine literary or artistic value; quality consistent with their intended uses and expected longevity; promotion of critical thinking through, among other things, the contrast of pedagogically reasonable opposing views; suitability to the interests and abilities of the District's students; and, acknowledging the contributions of the country's various religious, racial, cultural and ethnic groups.

## **2106-AR Parental Objections**

### **2106.1 AR Parental Objections**

A parent who objects to a textbook or other educational materials used by the School District may present a written complaint to the Superintendent identifying the textbook or other educational

materials and the basis of the parent's objection. The Superintendent will refer the written complaint to the School District's Assistant Superintendent of Elementary Teaching and Learning or Executive Director of Secondary Education. The Administrator to whom the complaint is referred will review the complaint and, if necessary, will meet with the parent to develop an understanding of the parent's complaint. The Administrator will then prepare a written response for the Superintendent's consideration. The written response will include, but not necessarily be limited to, an analysis of the manner in which the textbook or other education materials in question do or do not meet the standards set forth in the District's policies and administrative regulations.

The Superintendent will review the written response and issue a final decision affirming, modifying or reversing the written response. The Superintendent will share the written complaint, the written response and the final decision with the Board of Education.

A textbook or other educational materials subject to such complaint will remain in use pending the Superintendent's final decision.

## **2109-AR English Learners**

### **2109.1 AR English Learners**

The School District will accurately and timely identify English Learners proficient (EL) students when they enroll in the School District by conducting a home language survey and, if indicated by the survey, testing the student's English language proficiency in speaking, listening, reading and writing. The School District will provide identified EL students with appropriate language assistance services to become proficient in English and to participate equally in the School District's curriculum within a reasonable period of time. EL students may not be segregated on the basis of national origin or EL status, although certain programs may require EL students to receive separate instruction for part of the day. Regardless, the School District's EL program will be carried out in the least segregated manner consistent with achievement of its goals. EL students will have an equal opportunity to participate in all School District academic and extracurricular programs.

The School District will monitor the progress of EL students by administering an English language proficiency assessment on an annual basis. An EL student will not be exited from the EL program until he or she demonstrates English language proficiency on the assessment. The School District will continue to monitor exited EL students for four years to ensure they are meaningfully participating in the School District's educational programs.

The School District will ensure the parents of EL students receive meaningful communication in a language they understand through translated materials or an interpreter, if necessary. Parents may opt-out their children from the School District's EL program. Written documentation of the parents' opt-out decision will be maintained by the School District. If an opted-out student continues to struggle, the School District will monitor his/her progress and offer to resume EL services.