Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5401 Parent Involvement in Education

A. Parent Involvement

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.

   a. Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.

   b. Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.

2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

   Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30 minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

   Parents are not permitted to observe testing.

3. Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.

4. At the beginning of the school year, the District will notify Parents of students attending Title I schools of the right to request a copy of this Policy. The District will provide a copy of this Policy to a requesting Parent in a timely manner.

B. Assessments and Surveys

1. State assessments

   Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.

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2. National Assessment of Educational Progress

   As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

   The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

3. Surveys

   Parents will be notified before their student participates in surveys on certain topics in accordance with Policy 5308.

Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

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5402 Communication with Parents

The District will inform Parents of student progress, grades, and attendance through report cards, progress reports, parent-teacher conferences and Parent access to the District's student information system. The District will notify a Parent if a student is failing or close to failing a course, either through direct communication or through Parent access to the District's student information system.

Other pertinent information will be communicated to Parents by mail, electronic communication, telephone calls, personal contact, or other method deemed appropriate by the school staff member.

By providing the District with their telephone number(s), Parents agree to receive notifications from the District's automated notification system.

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Series 5000: Students, Curriculum, and Academic Matters

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5403 Rights of Non-Custodial Parents

Absent production of a court order that provides otherwise, District personnel will treat each Parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders to which the District is not a party.

Legal authority: 34 CFR 99.3; MCL 722.30; OAG, No. 5027 (June 25, 1976)

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Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5404 Free Textbooks, Materials, and Charging of Fees and Fines

The District will provide free instruction in accordance with state law and the State Board of Education's Position Statement on Free Textbooks, Materials, and the Charging of Fees.

A. Textbooks and Materials

The District will not charge a fee for materials necessary to complete required or elective courses. Students and Parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies.

B. Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity's coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

C. Fines

The District may require students and their Parents to reimburse the District for actual costs to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time. The District may pursue legal remedies to collect unpaid fines.

D. Optional Insurance

The District may offer the opportunity for students or Parents to purchase insurance to protect against damage to District equipment or supplies. The decision to offer insurance rests with the District.

E. Donations

The District may request donations of money, materials, equipment, or clothing from Parents and community members to defray the costs of providing certain services and activities to students. Employees are directed to clearly communicate to students, Parents, and community members that donations are voluntary.

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A teacher may provide a list of suggested materials that students and Parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

F. Waivers

Students who qualify for free or reduced-price lunches under U.S. Department of Agriculture child nutrition programs will be provided a fee waiver or the necessary materials or equipment without charge for: (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in elective music courses. Actual participation in the free or reduced-price lunch program is not required to qualify for these waivers. The District is not obligated to provide any particular type or quality of equipment or other material to eligible students. A student who wishes to be considered for a fee waiver must submit a completed fee waiver application to the building principal.

Legal authority: MCL 600.2913; State Board of Education's Position Statement on Free Textbooks, Materials, and the Charging of Fees (March 1972)

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Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5405 Title I Parent and Family Engagement Policy

Development and Annual Review

This Policy will be jointly developed and annually reviewed, amended, and distributed to Parents and family members of participating students and the local community in an understandable format, and to the extent practicable, in a language the Parents can understand.

Parents and family members must have opportunities for meaningful input during the annual review process. Information about how Parents and families may provide input will be posted on the District's website. The annual review of this Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise this Policy, and to remove barriers to Parent and family participation.

This Policy includes a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students share responsibility for improved student academic achievement and the means by which the school and Parents build and develop a partnership to help students achieve state education standards.

A. Parent and Family Engagement

The District recognizes the unique needs of students served in its Title I program and the importance of Parent and family engagement in the Title I program.

1. Parent and family engagement means the participation of Parents through regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

    a. Parents play an integral role in assisting their child's learning;

    b. Parents are encouraged to be actively involved in their child's education at school;

    c. Parents 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

    d. other activities, such as those described in section 1116 of the Elementary and Secondary Education Act (ESEA) are carried out.

2. Parent and family engagement activities are required under this Policy and include, for example, activities such as:

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a. an annual school meeting to: inform Parents of their school's participation under Title I, Part A; clarify the requirements of Title I, Part A; and explain Parents' right to be involved. Additional meetings may be scheduled, based on need and interest;

b. providing Parents information about the school's Title I, Part A programs, including a description of the school's: curriculum, forms of academic assessment used to measure student progress, proficiency levels students are expected to meet, achievement levels of the state academic standards, and coordination and integration with other federal, state, and District programs;

c. opportunities to participate in activities to build Parent involvement capacity, such as training and providing materials to help Parents to work with their students to improve achievement and encouraging volunteer work at the school as appropriate;

d. opportunities for Parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the Parents or as deemed necessary by District staff;

e. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation with community programs such as Head Start, preschools, and other community services; and

f. educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of Parents, in the value and utility of parental contributions, how to reach out to, communicate with, and work with Parents as equal partners.

All Parents, including those with limited English proficiency, disabilities, or limited literacy and those who are economically disadvantaged, of a minority background, or migratory, will have opportunities to participate in Title I parent engagement activities.

Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner.

B. District Obligations

The District will:

1. operate programs, activities, and procedures for the involvement of Parents in all its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with Parents of participating children;

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2. work with its schools to ensure that school-level Parent and family engagement practices are implemented appropriately, and include, as a component, the School-Parent Compact;

3. incorporate this Policy into its LEA plan developed under section 1112 of the ESEA;

4. provide opportunities for the informed participation of all Parents and family members, by providing information and school reports as required by law in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language Parents understand; and

5. if the LEA plan developed under this Policy is not satisfactory to the Parents of participating children, submit Parent comments when it submits the plan to the Michigan Department of Education.

C. Implementation

1. The District will take the following actions to involve Parents in the joint development of this Policy:

   - Hold annual parent meetings

2. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and family engagement activities to improve student academic achievement and school performance:

   - Conduct planning and review meetings with buildings

3. The District will take the following actions to conduct, with the involvement of Parents, an annual evaluation of the content and effectiveness of this Policy:

   - The district will provide the policy for review and allow for parent input during the annual meetings

4. To encourage strong Parent and family engagement, the District will:

   a. hold an informational meeting at least annually to explain this Policy and the school's Title I programming. All Parents of participating students will be invited to this meeting. Invitations may take the form of notes sent with students, announcements in the school newsletter, and notice posted on the school's website;

   b. provide assistance to Parents and children served by the District in understanding topics such as:

      - state academic standards;

      - state and local academic assessments including alternate assessments;

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- Title I, Part A requirements;
- child progress monitoring; and
- collaboration with educators.

c. provide materials and training to help Parents work with their children to improve academic achievement and use technology to foster Parent and family engagement by:
   - Parents will be provided with at home learning resources
   - Teachers will provide guidance on the use of these learning resources during parent meetings

d. educate Employees on how to communicate and work with Parents as equal partners, implement Parent programs, and build ties between Parents and schools by:
   - Buildings will provide training during professional development days

e. to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with other relevant federal, state, and local programs, and conduct other activities, such as parent resource centers, that encourage and support Parents in participating in the education of their children, by:
   - The district will encourage cross program participation specifically for parent engagement activities

f. ensure that information related to the District and Parent programs, meetings, and other activities is sent to the Parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the Parents can understand by:
   - The district will use its mass communication system to share information with Parents of participating students (alternate versions will be provided as needed)

Legal Authority: 20 USC 6318

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5406 Title I Funds

The District will use Title I funds (including Perkins V funds) to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The District will ensure that Title I funds will not be used to provide services that otherwise take the place of public education services that are to be provided to all students. A student's eligibility for Title I services may not disqualify the student from any service for which the student is otherwise eligible.

The District will maintain records of Title I-funded professional development. The Superintendent or designee will ensure that professional development is aligned with the needs of the District's Title I programs. Title I-funded professional development will not duplicate that which is funded from other sources and which, in the absence of Title I funds, would be provided to all staff.

Legal Authority: 20 USC 6301 et seq.

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Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5407 Instructional Program and Curriculum Development

The District will provide students with at least the minimum number of instructional hours and days each school year required by the state for full state aid funding. The District may deviate from this requirement only as permitted by state law.

The Board, advised by the Superintendent, will adopt a curriculum and procure textbooks and materials to support the curriculum.

The Superintendent or designee is responsible for providing and directing District-wide planning for curriculum, instruction, assessment, and staff development in accordance with Policy 2203. Committees consisting of educational professionals, including administrators, and community members, may be established to design instructional strategies and assessments to implement the curriculum.

A. Parent Rights

As described in Policy 5401, the District will provide a Parent the opportunity to review District-approved curriculum, textbooks, and instructional materials upon request to the building principal. See Policy 5401 for appropriate procedures.

B. Complaints about Instructional Materials

If a Parent objects to their student's instructional materials, the following procedures will apply:

1. First Level – Objection to Building Principal. The Parent must submit an objection and explanation in writing to the building principal using Form 5407-F. The building principal will review the Parent's objection and the objected materials to determine whether:

    a. the stated objection outweighs the educational and pedagogical reasons the material was selected;

    b. the materials require the student to engage in conduct or practice that violates or substantially interferes with the student's sincerely held religious belief or religious development;

    c. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or

    d. the materials are inappropriate or harmful for the age range of the students in question.

    The building principal will confer with the teacher as part of their review of the Parent's objection.

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The building principal will provide all parties with a written response granting or denying the Parent's objection within 10 school days. If the Parent's objection is granted, the student will be excused from this instructional material with no negative consequence.

2. Superintendent Review

   Second Level - Superintendent Review. If the Parent disagrees with the building principal's response, the Parent may submit a written appeal to the Superintendent within 5 school days after receiving the building principal's response. The Superintendent will review the Parent's written objection, the building principal's written response, the Parent's written appeal, the materials being challenged, and any other information the Superintendent deems relevant. The Superintendent will issue a written decision within 30 calendar days of receiving the appeal based on the factors described in Section 1 above. The Superintendent's decision is final. If the Parent's appeal is granted, the student will be excused from this instructional material with no negative consequence.

C. Complaints about Library Materials

1. If a Parent objects to materials in the school library, the Parent must submit an objection and explanation in writing to the Superintendent identifying:

   a. the basis for the objection;

   b. any recent known use of the library materials in the school; and

   c. any other relevant information.

2. The Superintendent will review the written objection and the materials in question in their totality to determine whether:

   a. the materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question; or

   b. the materials are inappropriate or harmful for the age range of the students in question.

   The Superintendent may, in his or her sole discretion, designate review to another administrator or employee. The Superintendent or designee will endeavor to provide a written response to the Parent within 30 calendar days after receiving the objection. The Superintendent or designee's decision is final.

   The District will not restrict access to the challenged material during the review process.

Legal Authority: MCL 380.1137; MCL 388.1706; *Mahmoud v Taylor*, 606 US __ (2025)

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5407-F Instructional Materials Opt-Out Form (Not Sex Education, Family Planning, and/or Reproductive Health)

Milan Area Schools uses a variety of instructional materials to achieve academic objectives, follow state content and curriculum standards, and ensure students are exposed to a wide range of ideas and viewpoints. While the District strives to select materials that are inclusive for all students and acceptable to all families, there may be times when a Parent or student objects to certain materials. In these circumstances, a Parent may request their student's excusal from the instructional material. Opt-out requests will be reviewed using the procedure in Policy 5407.

If you are seeking to opt your student out of sex education, family planning, and/or reproductive health instruction, do not use this form. Please follow the procedures described in Policy 5420.

I request that my child, _____, be excused from the following class instruction: _____

_____

Please list the specific curricular material, lesson, or book from which you are seeking excusal. Failure to provide specific information will result in this request being denied.

Reason for opt-out:

☐ The materials require the student to engage in conduct or practice that violates or substantially interferes with the student's sincerely held religious belief and/or religious development. Specific religious objection: _____

☐ The materials lack serious educational, literary, artistic, political, or scientific value for the age range of the students in question.

☐ The materials are inappropriate or harmful for the age range of the students in question.

☐ Other. Specific objection: _____

This form must be used for all opt-out requests, excluding sex education, family planning, and/or reproductive health instruction. Failure to use this form or to fully complete this form will result in the request being denied.

Parent's Name (Print): _____ _____
Date

Parent's Signature: _____

Principal Response:

☐ Granted

☐ Denied (provide denial rationale): _____

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5408 Intentionally Left Blank

Legal Authority:

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Series 5000: Students, Curriculum, and Academic Matters

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5409 Academic Credits and Graduation

A. Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma. The Superintendent will ensure that the District's required credits and graduation criteria are consistent with state law and annually published in applicable student handbooks.

B. Personal Curriculum

In some cases, it may be appropriate to modify the Michigan Merit Curriculum for a student. Modifications may only be made in accordance with state law. The Parent of a student who has completed grade 9 or a student who has reached age 18 may request a personal curriculum. A Parent of a student with a disability under the Individuals with Disabilities Education Act may request a personal curriculum before the student has completed grade 9.

A teacher or school counselor may request that the District consider providing a student with a personal curriculum. If requested by a teacher, the teacher must currently teach or have expertise in a subject area proposed to be modified by the personal curriculum or the building principal must determine that the teacher has qualifications relevant to developing a personal curriculum.

In all cases, a student's personal curriculum must be developed in accordance with state law.

The District will annually notify Parents of their ability to request a personal curriculum.

C. Earning Credit

The District will grant credit to a student who successfully completes a course. Successful completion means that the student has met content expectations of the state- or District-approved subject area content standards for the course by obtaining a D- or higher grade in the course based, in part, on at least 1 state- or District-approved assessment.

Alternatively, the District will grant equivalent credit for a required Michigan Merit Curriculum course if the student earns a qualifying score, as determined by MDE or by the District, on a state- or District-approved assessment (i.e., "testing out").

The District will grant equivalent credit for a course if the student demonstrates a reasonable level of mastery by achieving a C+ or better on the final examination for the course or, if there is no final examination, by demonstrating subject area content knowledge by obtaining a C+ or better on an alternative assessment, such

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as a portfolio, performance, paper, project, presentation, or other established means. A student who earns credit in a course by "testing out" will not earn a grade in the course, and the credit will not be considered for determining grade point average or any honors earned based on grade point average.

The District will grant a student credit toward a diploma or alternative certificate if the student successfully completes, before entering high school, a state-mandated curriculum requirement by demonstrating proficiency on the content expectations for that curriculum requirement, either through successfully completing the course or by testing out.

Once a student earns credit in a course, either by successfully completing the course or by testing out, the student may not earn additional credit for the course or for a lower level course in the same subject.

The Board will recognize credits earned at other public schools and at accredited nonpublic schools. For students transferring from a home school program, the Superintendent or designee will assess whether the home school credit reflects proficiency in state and District content expectations for each course for which the student seeks to transfer credit. If the Superintendent or designee determines that the student is proficient in the subject area content, the District will award transfer credit.

Legal authority: MCL 380.1278a, 380.1278b, 380.1279b

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5410 Commencement

The District may conduct a commencement ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. The Superintendent or designee may prohibit students from participating in the ceremony as a consequence for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma to the student, provided that all graduation requirements have been satisfied.

"Eligible students" means those students who have completed all District graduation requirements or who have received a certificate of completion.

A student may participate in only 1 commencement ceremony.

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5411 Student Promotion, Retention, and Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider Parent requests that a student be placed in a particular classroom, building, educational program, or grade.

A. Student Promotion and Retention

The building principal will attempt to consult with a student's Parent before deciding to retain a student, advance a student to the next grade mid-year, or allow a student to skip a grade level. If the Parent disagrees with the building principal's decision about promotion or retention, the Superintendent or designee will make the final decision.

B. Student Placement

The Superintendent or designee will determine a student's classroom and building placement based on District needs, available space, and educational expertise, consistent with state and federal law. The District's placement decision is final. Nothing in this section may be construed to limit or modify rights under state or federal laws applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

C. Intradistrict Choice

A student who is the victim of a violent criminal offense at school may transfer to another public school in the District, if available. A student who is attending a persistently dangerous school may transfer to another public school in the District, if available. The Superintendent or designee will notify Parents if their student is eligible to transfer under this Policy.

This Policy incorporates the definitions for "violent criminal offense" and "persistently dangerous school" contained in the Michigan State Board of Education's Statewide Safe School Choice Policy.

D. Nontraditional Programs

The District may operate nontraditional programs to meet the needs of all students. Nontraditional programs may include alternative education or virtual settings. The building principal or designee will attempt to consult with a student's Parent before finalizing a decision to move a student to a nontraditional program. If the Parent disagrees with the building principal's or designee's decision, the Superintendent or designee will make the final decision, consistent with applicable law. Nothing in this section may be construed to limit or modify rights under state or federal laws

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applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

E. Reserved

Legal authority: 20 USC 7912; MCL 380.1278a, 380.1278b, MCL 388.1621f

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5412 Class Rank

The Superintendent or designee may establish criteria for determining student class rank, eligibility for honor roll, and other academic recognition. The criteria will be published annually in the applicable student handbook(s).

The Superintendent's or designee's determination of criteria under this Policy and decisions about class rank, honor roll, and other academic recognition are final.

Nothing in this Policy may be construed to require class ranking, honor roll, or other academic recognition.

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5413 Senior Recognition

The District will recognize the outstanding achievement of its graduating seniors in the following manner:

Summa Cum Laude - Graduating seniors who achieve a 3.9 cumulative GPA or higher at the end of the 7th semester, successful completion of 4 or more Advanced Placement Courses, and National College Readiness on the SAT will earn Summa Cum Laude honors signified by a red honor sash. The student earning the highest GPA will be recognized as ***valedictorian.***

Magna Cum Laude - Graduating seniors, who achieve a 3.9 cumulative GPA or higher at the end of the 7th semester, and completion of two (2) or more AP courses will graduate with Magna Cum Laude signified by a Medallion. Magna Cum Laude is based on a cumulative GPA for seven semesters.

Cum Laude - Graduating seniors, who achieve a 3.75 to 3.89 cumulative GPA at the end of the 7th semester, graduate with High Honors (Cum Laude) signified by a gold cord.

Honor - Graduating seniors, who achieve a 3.5 to 3.74 cumulative GPA at the end of the 7th semester, graduate with Honors signified by a silver cord.

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5414 Completion Certificates

In lieu of a traditional high school diploma, the Board recognizes completion certificates. Completion certificates are only available to students who are unable to satisfy District and state graduation requirements. A student who earns a completion certificate may participate in commencement and all other District graduation ceremonies and events to the same extent, and subject to the same rules, as students who have earned a traditional high school diploma. Receipt of a completion certificate does not terminate a student's right to a free appropriate public education under the Individuals with Disabilities Education Act.

A. Certificate of Completion

   The Board will award a Certificate of Completion to a student who completes 4 years of high school. A Certificate of Completion is not a high school diploma and is intended for those students who are not able to successfully complete the Michigan Merit Curriculum, earn a Certificate of Academic Competence, or earn a Certificate of Vocational Readiness.

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5415 Summer School

The District may offer a summer school program to provide additional educational opportunities for students who need remedial instruction, credit recovery, or enrichment experiences. Students enrolled in summer school are subject to Board policies, rules, laws, behavioral expectations, and applicable student codes of conduct.

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5416 Homebound and Hospitalized Instruction

The District will provide an enrolled student with instruction in the student's home, hospital, or licensed treatment facility if both of the following requirements are met:

A. The student's Parent submits a homebound/hospitalized instruction form which includes verification by a legally authorized healthcare provider of a medical condition that requires the student to be hospitalized or confined to the home during regular school hours for a period longer than 5 consecutive school days. A student who is able to attend school for part of the day is not eligible for homebound instruction; and

B. The student is physically able to participate in instruction while hospitalized or confined to the home.

Homebound instruction is not intended to replicate the classroom experience. For most students, the District will provide a minimum of 2 45-minute sessions per week with a certificated teacher. For students with disabilities under the Individuals with Disabilities Education Act (IDEA), the District will provide a minimum of 2 nonconsecutive hours per week with a certificated teacher. Homebound instruction may be supplemented with a variety of in-person and distance learning services, as determined appropriate by the Superintendent or relevant educational team.

For students with disabilities under IDEA, the District will, as soon as possible, either convene an IEP Team meeting or amend a student's IEP without a meeting and with Parent agreement to consider the appropriate services to be provided in the least restrictive environment.

The District will provide homebound and hospitalized instruction consistent with state law and MDE guidance.

Legal authority: MCL 388.1709; Mich Admin Code R 340.2(11), 340.2(12), 340.1746; *Providing Homebound and Hospitalized Educational Services for Michigan Public School Pupils*, as amended; Michigan Pupil Accounting Manual

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Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5417 Homework

Homework is intended to facilitate and support student learning of concepts or skills found in the curriculum. Building principals or designees may adopt building- or grade-specific homework guidelines, which will be communicated to students, Parents, and teachers.

Teachers will comply with any building- or grade-specific homework guidelines and should consider a student's age and capabilities and use their professional judgment in determining length, difficulty, and student readiness when assigning homework.

Teachers may consider a student's homework performance in determining a student's grade.

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5418 Grades

The Superintendent or designee will develop and implement student grading guidelines to be used by teachers. The objective of grades is to quantify and report each student's academic achievement.

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5419 Reading Assessments, Instruction, Intervention, and Retention

The District will provide instruction and interventions to promote literacy, with a specific emphasis on students in grades K-3, and will follow the procedures and requirements enumerated in state law.

Legal authority: MCL 380.1280f

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5400 Curriculum, Instruction, and Parent Involvement

5420 Sex Education

Sex Education and Reproductive Health (for districts electing to provide sex and reproductive health education in addition to mandated communicable disease instruction).

A. Communicable Disease Instruction

The Superintendent or designee will ensure that students are taught about dangerous communicable diseases. Instruction must include the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease restriction and prevention.

Instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence from sex is: (1) a responsible and effective method of preventing sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

B. Revision to Materials and Methods of Instruction

Before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

C. Sex Education Advisory Board

The Board will create a sex education advisory board to:

1. establish sex education program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases;

2. review materials and methods of instruction used in the District's sex education program;

3. make recommendations to the Board for implementation of a sex education program; and

4. evaluate, measure, and report the attainment of program goals and objectives at least every 2 years.

The sex education advisory board must include the following members: Parents, students, educators, local clergy, and community health professionals. At least half of the members must be Parents who have a student in the District. A majority of those Parents must not be employed by a school district.

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The sex education advisory board will have 2 co-chairs appointed by the Board. One co-chair must be a Parent of a student in the District.

The Board may, in its discretion, determine and modify terms of service for sex education advisory board members, the number of members, and the membership selection process.

Co-chairs or their designees will provide members of the sex education advisory board 2 weeks' electronic or written notice of meetings.

D. Sex Education Courses

The Board authorizes age-appropriate, medically-accurate instruction in sex education including, but not limited to, family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted diseases. The District's sex education curriculum must comply with state law.

Instruction must include principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease prevention.

Sex education instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence is (1) a responsible and effective method of preventing unplanned pregnancy, out-of-wedlock pregnancy, and sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

Sex education is an elective course and is not required for graduation.

E. Reproductive Health Instruction

A reproductive health instruction program must be supervised by a licensed physician, a registered nurse, or other person certified by the State Board of Education as qualified.

No person may dispense or distribute a family planning drug or device on District property.

Clinical abortion is not considered a method of family planning, and abortion must not be taught as a method of reproductive health.

F. Revision to Materials and Methods of Instruction

Before revising sex education materials or methods of instruction, or before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

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G. Parental Notice and Opt-Out

A student may not be enrolled in a class in which family planning or reproductive health is discussed unless the student's Parent is provided advance notice of the course content, is given a prior opportunity to review the course materials, and is provided advance notice of the right to excuse the student from the class. If a Parent excuses a student from the class in writing, the student will not be penalized or lose academic credit for not attending the class.

A Parent may file written notice that the student is excused from all sex education offered by the District. If the District receives written notice, the student may not be enrolled in a sex education class unless authorized by the Parent in writing.

Legal authority: MCL 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b]

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Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5421 Work-Based Learning Experience

The District permits students to participate in approved work-based learning (WBL) experiences. All WBL experiences must comply with applicable law, regulations, and guidance, particularly those applicable to the employment of minors, workplace safety, workers' compensation, nondiscrimination, and unlawful harassment.

A WBL experience may be paid or unpaid.

The Superintendent will designate a WBL Coordinator. The WBL Coordinator or a CTE program teacher will determine whether a proposed WBL experience complies with applicable state and federal laws, regulations, and guidance and is consistent with the student's educational objectives.

If the WBL Coordinator or CTE program teacher denies a student's request for a WBL experience, the student may appeal the decision to the Superintendent or designee, whose decision is final.

If the WBL Coordinator or CTE program teacher determines during the course of the WBL experience that the experience or worksite no longer complies with the approved training plan, District Policy, or state or federal laws, regulations, or guidance, the WBL Coordinator or CTE program teacher will, in consultation with the Superintendent or designee, determine whether the WBL experience should continue.

Credit for a WBL experience will be consistent with Policy 5409 and the applicable student handbook.

Legal authority: *Work-Based Learning Manual*, Michigan Department of Education

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