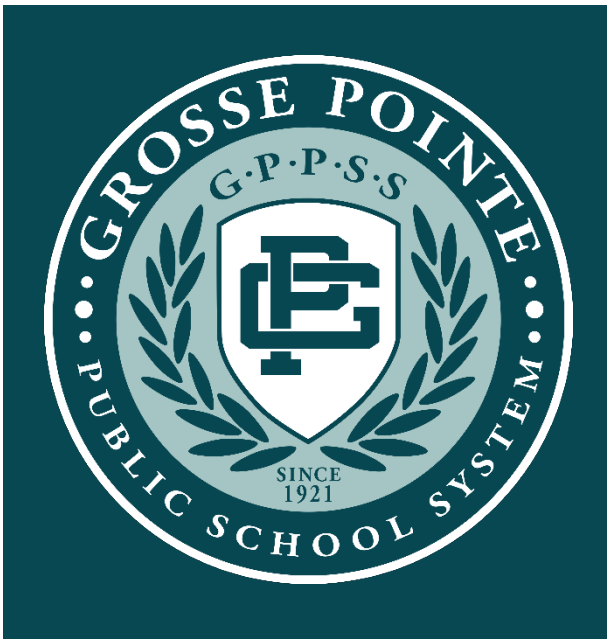


GPPSS Policies & Guidelines

September 2026

Dr. Roy Bishop
Superintendent

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ARTICLE I. BYLAWS

1.00 GENERAL.

1.01. Name and Legal Status.

The legal name of the school district is The Grosse Pointe Public School System ("the District" or "GPPSS"). The District is a Michigan general powers school district as provided in the Michigan Revised School Code ("RSC"), MCL §380.1, *et seq.*

1.02. Authority.

The District is governed by the Board of Education ("the Board"). The Board shall have all powers and authority granted to districts by the RSC, state law generally, and, where applicable, federal law.

Reference: MCL §380.11a.

1.03. Bylaws.

These bylaws set forth the internal rules which govern the operations and business of the Board. To the extent these bylaws may be inconsistent with applicable federal and state law, the applicable federal or state law shall govern.

1.04. Board Policies.

In addition to these bylaws, the Board shall adopt policies to govern the administration of the District.

1.05. Amendment of Bylaws or Policies.

The Board may amend these bylaws or the policies of the Board by a majority vote. Any such amendment shall take effect on the date specified by the Board, but not sooner than the next regular meeting of the Board.

1.06. Suspension of Bylaws or Policies.

Bylaws or policies may be suspended during a Board meeting by a two-thirds vote of the Board members present at such meeting. Unless amended by the Board, the suspended bylaw or policy shall resume full force and effect upon the adjournment of the Board meeting at which the suspension occurs.

1.07. Modification or Suspension of Bylaws During States of Emergency.

During states of emergency applicable to the District declared by the President of the United States, the Governor of the State of Michigan, or another governmental entity with the legal authority to bind the District, the following procedures shall be in effect:

1.07.1.

The Board President may modify or suspend procedural requirements of these bylaws as required and to the extent necessary to comply with requirements contained in the declaration of the state of emergency.

1.07.2.

During the pendency of any such state of emergency, the adoption, amendments, repeal or suspension of Board bylaws and/or policies shall be effective immediately and shall remain in effect until the termination of the state of emergency, unless thereafter readopted by the Board, and need not be readopted at the next Board meeting after their initial adoption in order to remain in effect.

1.08. Superintendent.

The Board shall at all times employ a Superintendent in conformity with the RSC. The Superintendent shall enforce Board policies, as well as applicable state and federal law, within the District. The Superintendent shall, as necessary, adopt administrative guidelines for the implementation of Board policies. Administrative guidelines do not require formal approval by the Board, but shall be provided to the Board at the time or before they become effective. In cases in which the Board has not adopted policies, the Superintendent may act, and shall thereafter notify the Board of such action. References in these bylaws and the Board policies to "the Superintendent" shall also mean the Superintendent's designee except if action solely by the Superintendent is expressly required.

1.10 ORGANIZATION OF THE BOARD.

1.11. Composition of the Board.

The Board is composed of seven members, elected or appointed as provided by the RSC and Michigan law. Board members shall be elected on a staggered basis on the November general election date in even-numbered years.

1.12. Term of Office.

Board members are elected for four-year terms. [Note: Bylaws may provide for six-year terms.] Terms of elected Board members shall commence on January 1 of the year following their election.

1.13. Board Vacancies.

If a Board position becomes vacant, the Board shall appoint a qualified person to fill the position within 30 days after the vacancy occurs. The appointee shall hold office until the next regular school election. Board positions may become vacant for any of the reasons provided by Michigan law. Resignations of Board members are effective without acceptance or approval by the Board.

1.14. Acceptance and Oath of Office.

Elected, re-elected or appointed Board members shall file an acceptance of office and affidavit of eligibility as required by state law, and, before taking office, shall take the oath of office required by Article XI, Section 1 of the Michigan Constitution of 1963.

1.15. Board Officers.

Members of the Board shall elect by majority vote a President, Vice President, Secretary and Treasurer at the Board's annual organizational meeting. Officers shall hold office for one year, or until their successors are elected and take office. Officers are eligible for re-election to their offices.

1.16. Vacancies in Board Offices.

A Board office shall become vacant if the holder of the office ceases to be a Board member, resigns from the Board office, or is removed from the Board office by a majority vote of the Board. A vacancy in a Board office shall be filled by a majority vote of the Board.

1.17. Compensation and Reimbursement.

Board members shall receive $30 per meeting up to a total of not more than fifty-two (52) meetings (including committee meetings) per year as compensation for their services. Expenses of a Board member shall be reimbursed when incurred in the performance of their duties or in the performance of functions authorized by the Board and duly vouchered. A reconciliation of the earnings received will be provided to each board member bi-annually with payment for services rendered within thirty (30) days of the end of the calendar year. Board members may forego compensation by advising Superintendent in writing of their decision prior to January 15 of the calendar year.

Board members shall be reimbursed for actual and necessary expenses incurred in the discharge of their official duties. Board members will not be reimbursed for entertainment expenses, or for the purchase of alcoholic beverages. The Board will ordinarily not approve expenditures of District funds for members to attend meetings outside of Michigan, and any such attendance must first be approved in advance by the Board. The Board may establish policies for the reimbursement of expenses of Board members.

1.18. Committees.

Standing committees may be created by Board vote or by the joint decision of the Superintendent and President. Ad hoc committees may be created by the Board President. The President shall appoint the members of the committees. No committee may consist of more than three Board members.

1.20 FUNCTIONING OF THE BOARD.

1.21. Duties of Board Officers.

1.21.1. President.

The Board President shall preside at all meetings of the Board, and shall conduct meetings in the manner prescribed by these bylaws and state law. The President is the official spokesperson for the Board. The President, in cooperation with the Superintendent, shall prepare agendas for Board meetings. In the absence of the Secretary at a meeting of the Board, the President shall appoint an Acting Secretary, who shall sign the minutes of that meeting. The President shall perform such other duties as authorized by the Board, or as otherwise required by law and appropriate to the office. The President may consult with the Superintendent and/or legal counsel prior to bringing an issue before the Board.

1.21.2. Vice President.

The Vice President shall preside at Board meetings when the President is not in attendance, and shall have the duties and responsibilities of the President in the absence of the President. The Vice President shall perform such other duties as authorized by the Board.

1.21.3. Secretary.

The Secretary shall take and keep the minutes of meetings of the Board in conformity with the Open Meetings Act and other state law, and shall perform all other duties as may be authorized by the Board.

1.21.4. Treasurer.

The Treasurer, working with the Superintendent or other District staff designated by the Superintendent, shall perform such duties as may be authorized by the Board or state law.

1.22. Duties and Role of Individual Board Members.

The Board acts as a whole, and only at properly convened and noticed Board meetings. Individual Board members do not possess the powers that reside in the Board, and may not act or purport to act for the Board unless the Board has specifically delegated the authority of an individual member to act. Individual members of the Board may not speak for the Board. A Board member who speaks to or otherwise communicates with the media, the public or other officials on District matters shall make clear to the audience that the Board member is expressing only that Board member's views, and that those views do not necessarily reflect the views of the Board as a whole or any other Board member.

1.23. Confidentiality.

Board members will on occasion receive information that is not available to the general public, including information about students or employees, information subject to the attorney-client or another privilege, and information disseminated during a closed session of the Board. An individual Board member shall not disclose or share confidential information without the authorization of the Board or as may be required by law.

1.24. Board Ethics.

The Board has adopted the Board of Ethics adopted by the National School Boards Association, which provides as follows:

As members of the Board of Education, Board members will strive to improve public education and to that end they will:

A. attend all regularly scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;

B. recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings;

C. render all decisions based on the available facts and independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

D. encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community;

E. work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the Superintendent;

F. communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;

G. inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Michigan School Boards Association;

H. support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;

I. avoid being placed in a position of conflict of interest, and refrain from using their Board positions for personal partisan gain;

J. not use their position as Board members to solicit students, parents, staff or community members, to patronize their employer or personal business.

K. take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law;

L. remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.

All members of the Board at the time of enactment of these bylaws shall sign the Code of Ethics at the time of the enactment of these bylaws, and all elected or appointed members shall sign the Code of Ethics at the commencement of their terms.

1.25. Conflict of Interest.

Board members shall perform their official duties in a manner free from conflict of interest, and shall refrain from actions that create the appearance of a conflict of interest prohibited by law. Board members shall familiarize themselves with and at all times comply with the requirements and prohibitions of state law relative to conflicts of interest. The Board by policy may prohibit the hiring by the District of immediate family or other relatives of Board members during their terms on the Board.

When a member of the Board determines that the possibility of a personal interest conflict exists, they should, prior to the matter being considered, disclose their interest in an open meeting, and thereafter shall abstain from participation in both the discussion of the matter and vote thereon.

A member of the Board is presumed to have a conflict of interest, if the member or their family member has a financial interest, or a competing financial interest, in the contract or other financial transaction or is an employee of the District.

Reference: MCL §§15.322, 380.1203.

1.26. Indemnification.

The District shall indemnify the Board and individual Board members to the fullest extent permitted by law. The District will purchase and maintain in effect insurance policies for the indemnification and defense of the Board and individual Board members.

1.27. Professional and Consulting Services.

The Board shall employ an independent auditor to examine the books and records of the District, to render an opinion on the financial statements of the District prepared at the close of the fiscal year, and to perform such other services as may be requested by the Board. The Board may appoint qualified individuals or firms to provide legal, architectural, insurance and other professional services for the District, and may appoint other consultants as it deems appropriate.

1.28. Discipline of Board Members.

By majority vote, the Board may censure a Board member for violating these bylaws, the policies of the Board, or state or federal law, or otherwise acting in a manner inconsistent with the duties and responsibilities of a Board member. By majority vote, the Board may petition the Governor to remove a Board member from office in accordance with MCL §380.1107.

1.29. Use of Electronic Mail.

The District provides E-mail accounts for all Board members, for use in conducting Board and District business. All electronic communications between Board members, or between Board members and District employees, that involve Board or District business shall be conducted only using the Board member's District E-mail account, although communications between a Board member and a District employee of a personal nature (such as parent-teacher communications) may be conducted using the Board member's personal E-mail account. Board members may communicate with other community members regarding Board or District business consistent with Bylaw 1.22 of these bylaws using either District-provided or personal email accounts.

If misused, electronic mail could result in a violation of the Open Meetings Act. Email may therefore be used for communications between or among Board members only if such communication does not involve deliberating or rendering a decision on matters pending before the Board.

E-mail communications to or from Board members using the GPPSS Email system are public records, and thus may be subject to disclosure under the Freedom of Information Act. There should be no expectation of privacy for any messages sent using the GPPSS E-mail system.

1.30 MEETINGS OF THE BOARD.

1.31. Organizational Meeting.

The Board shall conduct an organizational meeting annually during the month of January. During the annual organizational meeting, the Board shall elect its officers for the coming year, shall establish a schedule of regular Board meetings for the coming year, and may conduct any other business it elects to address.

1.32. Regular Meetings.

Regular meetings of the Board shall be held in accordance with the schedule established by the Board at its organizational meeting. The schedule of regular meetings may be amended by the Board.

1.33. Special Meetings.

Special meetings of the Board may be called by the President, or by any two members of the Board, upon not less than 24 hours' notice to each Board member. Notice to Board members of a special meeting may be provided by personally delivering a notice to the Board member, by delivering the notice to the Board member's household and leaving it with a responsible member of the household, or by sending the notice to the Board member on their District-provided email account.

1.34. Emergency Meetings.

In the event of a severe and imminent threat to the health, safety or welfare of the District, its students or employees, the Board President may call an emergency meeting, and the Board may meet and take action without complying with public notice requirements, provided that two-thirds of the members of the Board determine that delay would detrimentally affect the ability of the Board to respond to the threat. Actual notice to all Board members of an emergency meeting shall be attempted, but is not required.

1.35. Meetings Open to the Public.

All meetings of the Board in which a quorum is present for the purpose of deliberating toward or rendering a decision on public policy shall be open to the public.

1.36. Open Meetings Act.

Meetings of the Board are subject to and shall comply with applicable provisions of Michigan's Open Meetings Act ("OMA"), MCL §15.261, *et seq*. Depending upon its function, a Board committee may be a public body whose meetings are subject to the OMA.

1.37. Public Notice of Meetings.

Public notice of Board organizational, regular and special meetings shall be given as provided in OMA.

1.38. Closed Sessions of the Board.

In accordance with the Open Meetings Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of a majority of the Board members voting:

1.38.1.

To consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, a Board member, employee, staff member or individual agent of the District, if such person requests a closed hearing.

1.38.2.

To consider the dismissal, suspension, or disciplining of a student, if the student or the student's parent or guardian requests a closed hearing.

1.38.3.

For strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement, if either negotiating party requests a closed session.

In accordance with the Open Meetings Act, the Board may meet in closed session for the following purposes upon the affirmative vote, on a roll call vote, of not less than two-thirds of the members of the Board then elected or appointed and serving (*i.e.,* not less than five members of the Board if all seven Board positions are then filled):

1.38.4.
To consider the purchase or lease of real property, up to the time an option to purchase or lease that property has been obtained.

1.38.5.
To consult with its attorney(s) regarding trial or settlement strategy in connection with specific pending litigation, but only if an open meeting would have a detrimental financial effect on the litigation or settlement position of the Board.

1.38.6.
To consider the specific contents of an application for employment or appointment if the candidate requests that the application remain confidential. Interviews of candidates must take place in open session.

1.38.7.
To consider material exempt from disclosure or discussion by state or federal statute (including, without limitation, written opinions of legal counsel).

1.38.8.
To consider security planning to address existing threats or prevent potential threats to the safety of the students and staff.

1.39. Minutes of Meetings.

1.39.1. Open Meetings:
Minutes of open meetings of the Board shall be kept, made available and approved as provided by OMA. Minutes shall, at a minimum, include the date, time and place of the meeting; Board members present and absent; decisions made by the Board; roll call votes; a record of other votes; the purpose(s) of a closed session; and corrections to the minutes of a previous meeting.

1.39.2. Closed Sessions:
A separate set of minutes of a closed session shall be maintained. Closed session minutes shall be provided to Board members confidentially, shall be retained by the Secretary or the Superintendent, and may be destroyed one year and one day after their approval of the Board.

1.39.3. Committee Meetings:
Minutes of meetings of committees whose function renders them subject to OMA shall be kept, made available and approved in the same manner as for open meetings of the Board.

1.40. Meeting Procedures.

1.40.1. Location.

All meetings of the Board or Board Committees shall be held in District facilities.

1.40.2. Agenda.

The Superintendent, in consultation with the President, shall prepare and publish a written agenda prior to each regular meeting and each special meeting unless otherwise directed by the Board. Individual Board members may include items on the agenda upon the concurrence of the President, provided that any such proposed additional item has been submitted to the President no later than five (5) days prior to the meeting in which it is proposed to be considered by the Board. The Board shall adopt or amend the agenda at the start of the meeting.

1.40.3. Consent Agenda.

The Board of Education shall use a consent agenda to keep routine matters within a reasonable time frame. Upon request of a member of the Board, an item shall be removed from the consent agenda and deferred to specific action and/or more discussion.

1.40.4. Quorum.

A majority of the serving members of the Board shall constitute a quorum. A meeting of the Board may not be called to order in the absence of a quorum.

1.40.5. Remote Participation.

1.40.5.1.

If a member of the Board is required to miss one or more meetings due to military duty, the Board shall make arrangements, if feasible, to allow such member to participate by conference telephone connection or other electronic voice communication that allows persons participating in the meeting to communicate with each other and persons attending the meeting to hear the comments, including the votes, of the member attending remotely. The notice of a Board meeting at which a member will be participating remotely due to military duty shall include notice of such member's remote participation, and shall provide information about how to contact that member sufficiently in advance of a meeting to provide input on any business that may come before the Board.

1.40.5.2.

Should state law change to permit remote Board meetings and/or remote participation of Board members to a greater extent than is allowed as of January 1, 2022, this bylaw will be deemed amended to be consistent with any such change.

1.40.6. Procedure for Board Action.

The Board shall take action by way of motions duly offered and approved. No motion shall be acted upon until it has been supported by a second member of the Board.

1.40.7. Voting.

The vote on motions shall be "yes" or "no," and will be taken by voice vote or, if required by law or requested by a Board member, by roll call vote. Unless otherwise required by law or these bylaws, the affirmative vote of a majority of the serving Board members is required to exercise the Board's authority. Following the vote, the President shall announce that the motion either passed or failed, and, if not a unanimous vote, shall announce the number voting "yes" and the number voting "no." No Board member shall abstain from a vote of the Board absent an identified conflict of interest.

1.40.8. Public Attendance at Board Meetings.

Any member of the public may attend an open Board meeting. A person shall not be excluded from an open meeting except for a breach of the peace committed at the meeting. Closed sessions of the Board may be attended by members of the Board and any necessary resource persons, such as administrators or legal counsel, designated by the Board. Members of the public may not attend closed sessions unless specifically authorized by the Board.

1.40.9. Public Participation at Open Board Meetings.

Members of the public may address the Board at open meetings, subject to guidelines to be published by the Board.

1.40.9.1 Other Comments by Board Members and Administration

Comments by Board Members and Administration at the conclusion of the meeting shall be limited to three minutes.

1.40.10. Rules of Order.

To the extent not addressed by these bylaws or the Board's policies, issues of procedure shall be governed by the current edition of *Robert's Rules of Order*. The President, or Vice President in the absence of the President, shall decide all procedural issues, but may be overruled by majority vote of the Board.

1.40.11. Electronic Recording of Board Meetings.

Regular meetings of the Board shall be electronically recorded.

Closed sessions of the Board shall not be electronically recorded.

Special meetings of the Board will ordinarily not be electronically recorded, but may be recorded upon the direction of the Board President or a majority vote of the Board.

Committee meetings subject to the Open Meetings Act will ordinarily not be electronically recorded, but may be electronically recorded upon the direction of the Board President or a majority vote of the members of the Committee.

The failure or inability to electronically record a meeting otherwise required by this bylaw to be recorded shall not affect the validity of the meeting so long as written minutes that comply with the Open Meetings Act and this bylaw are prepared and approved.

ARTICLE II. ADMINISTRATION

2.01. The Superintendent.

The Board will at all times employ a Superintendent of Schools, in accordance with state law. The employment shall be evidenced by a written contract, with a term of not more than five years.

The Superintendent is the Chief Executive Officer of the District and the primary advisor to the Board. In general, it is the primary duty of the Board to establish policies, and that of the Superintendent to administer such policies. The Superintendent should be given the latitude to determine the best method of implementing the policies of the Board.

The Superintendent shall identify such subordinate administrative positions, such as Assistant or Deputy Superintendent(s) and Director(s), Principals and Assistant Principals, as necessary to administer the District, and shall recommend to the Board the establishment of such positions and candidates to fill such positions.

2.02. Duties of the Superintendent.

The Superintendent is responsible to carry out the policies of the District as expressed in Board Policies. The Superintendent shall develop and implement Administrative Guidelines to give operational effect to Board Policies. Such Administrative guidelines are to be approved by the Board prior to implementation, and are to be consistent with Board Policies at all times.

In a situation in which action must be taken to maintain the orderly operation of the schools, and no Board Policy governs the situation, the Superintendent is authorized to take appropriate action. The Superintendent shall thereafter report the situation and the action taken to the Board, and shall advise the Board whether a formal policy should be adopted.

References to the "Superintendent" in these policies or the Board's bylaws shall be understood to include the Superintendent's designee, unless the policies or their context clearly indicate otherwise.

The Board shall annually review and evaluate the Superintendent's performance and success in meeting the goals established by the Board.

2.03. Non-renewal or Termination of the Superintendent.

If the services of the Superintendent are found to be unsatisfactory to the Board, the Superintendent shall be so notified by the Board President and given a reasonable amount of time to provide satisfactory services. If the Superintendent's services continue to be unsatisfactory, the Superintendent should be notified that their contract will be non-renewed, in accordance with applicable law (currently ninety (90) days before the expiration of the contract). The contract of the Superintendent may be terminated during its term in accordance with the provisions of the contract and Michigan law.

2.04. Incapacity of the Superintendent.

If the Superintendent becomes incapacitated to the extent that they are unable to perform the duties of the office, the Board shall appoint an Acting Superintendent, who will serve until the Superintendent's incapacity is removed or until the expiration of the Superintendent's contract, whichever first occurs. The Superintendent may voluntarily indicate that they have become incapacitated. Alternatively, the Board may determine the Superintendent to be incapacitated upon the certification of a physician chosen and compensated by the Board, and may compel the Superintendent to undergo an examination by the physician so chosen. Pending or upon a finding that the Superintendent is incapacitated, the Board may employ an Interim Superintendent. Upon request to the Board, the incapacitated Superintendent may resume his or her duties, unless the request is denied by the Board. The Board may require the Superintendent to demonstrate to its satisfaction that they are able to resume the duties of Superintendent.

2.05. Evaluation of Administrators and Teachers.

The Superintendent shall create evaluation protocols for all administrators and teachers that comply with state law, and shall ensure that evaluations are carried out in the manner prescribed by state law.

2.06. Non-renewal or Termination of Other District Administrators.

State law prescribes the manner in which the contracts of administrators below the level of Superintendent may be non-renewed. The Superintendent shall advise the Board of the advisability of non-renewing a District administrator, and shall work with the Board to ensure that any such non-renewal takes place in a timely manner and consistent with state law.

2.07. Councils, Cabinets and Committees.

The Superintendent is authorized to establish and appoint District employees and/or District-employed professionals to be members of permanent or temporary councils, cabinets or committees deemed necessary or advisable for the proper administration of Board policies and the conduct of District business.

In the event that the Superintendent would like to establish a council, cabinet or committee including non-District staff and/or District-employed professionals as well as community members, Superintendent and Board President (or their designee) will collaborate in the selection of said community members. Participation by community members on a committee will be reviewed on an annual basis.

2.08. Educational Excellence and Progress Monitoring

Purpose:

The Board is dedicated to nurturing Educational Excellence within our schools. This policy sets principles and guidelines for establishing annual, measurable goals, utilizing data effectively, and fostering transparency and collaboration among stakeholders for continuous school improvement. The Board is also committed to supporting the administration's efforts to go beyond regulatory mandates, as the minimum, to adopt the best programs and practices to help GPPSS students succeed.

1. Supportive Approach:

1.1. The district will offer professional development, resources, and guidance aligned with the District's strategic plan and Michigan Department of Education recommendations to assist educators in meeting established goals.

1.2. The administration shall work collaboratively with educators to ensure that the collection and analysis of data are meaningful and supportive of instructional improvement.

2. Continuous Improvement:

2.1. The Board and administration will strive for continuous school improvement cycles. These cycles will utilize data, stakeholder feedback, evaluations, and best practices to refine the District's educational goals and School Improvement Plans (SIPs).

3. Educational Excellence of Improvement Plans:

3.1. The board reaffirms its commitment to Educational Excellence and the essential role of School Improvement Plans (SIPs) in our educational mission.

3.2. The administration will develop annual, measurable goals to advance Educational Excellence as part of the District's SIPs.

3.3. The administration will submit Educational Excellence Goals to the Board in the fall of each year that will include measurable Key Performance Indicators (KPIs) reflecting educational outcomes and progress.

3.4. The administration will use Educational Excellence Goals and KPIs to inform decision-making and promote accountability for improvement over time.

4. Stakeholder Engagement:

4.1. benchmark data and Educational Excellence Goals will be transparently shared with stakeholders annually through District and buildings' PA-25 reports.

5. Annual Progress Reporting:

5.1. Annually, in the fall the administration will report progress towards achieving Educational Excellence Goals to the Board and stakeholders, including an analysis of benchmark data and any necessary adjustments to strategies, SIPs, and goals.

ARTICLE III. CURRICULUM AND INSTRUCTION

3.01. Curriculum.

The Superintendent is responsible for the development, implementation and ongoing evaluation of the District's curriculum. The curriculum shall:

A. be consistent with the District's mission and any Board Policies establishing guiding principles with respect to student learning and achievement;

B. meet or exceed all requirements of the State of Michigan;

C. be standards-based and based upon legally compliant, research-based learning and achievement standards geared toward the award of a District diploma;

D. include standards-based, legally compliant, research-based learning and achievement standards for students who participate in career and technical education programs; and

E. address the needs of and provide opportunities for students with disabilities consistent with federal and state law.

3.02. Family Involvement.

Parent and family involvement within the schools is necessary to develop shared educational goals, and to have a positive effect on student learning for all learners. Educational research has shown that strong partnerships between home and school lead to higher levels of achievement. Parents and families are encouraged to provide input through district committees, parent-teacher organizations, school improvement teams, and other committees regarding matters of interest to students and families. Parents and families are also encouraged to visit their child's school and participate in school activities.

References to "parent" or "parents" in these policies shall be understood to include a student's legal guardian, unless the policies or their context clearly indicate otherwise.

District teachers and administrators will strive to encourage family involvement through:

Effective Means of Communication, by facilitating open and ongoing communication between home and school; providing information and resources to families regarding safety, proper health and wellbeing; ensuring accessibility to information about District programs and policies; providing accurate and timely information regarding State and local academic standards and assessments; and engaging families in monitoring student growth and progress reports.

Facilitating Volunteering, by creating volunteer opportunities for parents and families to participate in and contribute to school activities and encouraging family participation in volunteer activities; and

Community Collaboration, by integrating programs, activities and events that support and encourage family involvement and their participation in their child's educational growth and development; and supporting parents and students in the educational process through referrals to community resources or agencies that support the district's mission.

3.03. Title I Services.

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement of 1965.

The Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

3.04. Parental Participation in Title I Programs.

Parental involvement is a key component of federal Title I programs. In order to help build a partnership between home and school for purposes of Title I, the District will:

A. Inform parents of the program, the reasons for their children's participation and the specific instructional objectives;

B. Support parents to work with their children to attain instructional objectives;

C. Train teachers and other staff involved in Title I programs to work effectively with the parents of participating students;

D. Provide feedback to parents on a regular basis;

E. Provide opportunities for parents to provide input into the design, operation and evaluation of the program; and

F. Provide opportunities for parents who lack literacy skills or whose native language is not English, to provide input.

The Superintendent will develop and implement regulations that are compliant with Title I. The regulations shall support the above principles and actions and also ensure that services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the District.

Reference: AG 3.04.

3.05. Parents' Right to Know.

In accordance with Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the District will provide, the following information on the student's classroom teachers:

A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.

B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.

C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.

D. The qualifications of any paraprofessionals providing services to their child(ren).

E. Information on the level of achievement of their child(ren) on the required State academic assessments.

F. Timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

3.06. Special Education.

The District shall enter into an agreement with the Wayne Regional Educational Service Agencies to provide a comprehensive, free, and appropriate educational program to all eligible disabled persons through age 25 which complies with Federal and State laws and guidelines.

The Superintendent shall prepare administrative guidelines necessary to ensure effective implementation of the special education program.

Reference: AG 3.06.

3.07. Section 504.

The District shall comply with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations. The Superintendent shall prepare administrative guidelines necessary to comply with Section 504, including the designation of a Coordinator and Compliance Officer for matters involving discrimination on the basis of disability.

Reference: AG 3.07.

3.08. Programs for Gifted Students.

The District may conduct appropriate instructional programs to meet the needs of gifted students in grades K through 12. A "gifted student" is one who, through valid assessment, shows specific academic ability superior to that of children of the same age or grade level within the District; creative ability in a particular area superior to that of their peers within the District; or superior leadership ability to that of their peers within the District.

The Superintendent shall develop administrative guidelines for identification, curriculum development and implementation, and assessment of learning outcomes for gifted students.

Reference: AG 3.08.

3.09. Students with Limited English Proficiency.

All students are to be provided a meaningful education and access to the programs provided by the District. Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extracurricular programs of the District. Students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extracurricular programs offered by the District.

The District will endeavor to assist the student and their parents in their access to District programs by sending notices to the parents in a language designed to enable them to understand.

Reference: AG 3.09.

3.10. Postsecondary (Dual) Enrollment Options.

The District recognizes the value to students of participating in courses offered by accredited and degree-granting colleges and universities in Michigan. Eligible postsecondary institutions shall include state universities, community colleges, and independent nonprofit degree-granting colleges or universities located in Michigan and that choose to comply with the Postsecondary Enrollment Options Act.

The District will allow eligible high school students who meet the criteria established in the Superintendent's guidelines to enroll in eligible postsecondary courses while in attendance in the District. The Superintendent shall allow a student in 9th grade or above, upon written request of their parent, to take approved readiness assessment(s) in order to establish eligibility for postsecondary enrollment. Students will be eligible to receive appropriate credit for completing any of these courses providing they meet all requirements for the type of credit they wish to earn.

The Superintendent shall establish the necessary administrative guidelines to ensure that such courses are in accord with State law and are properly communicated to both the students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of their participation in a postsecondary program.

Reference: AG 3.10.

3.11. Homebound Instruction.

The District shall provide, pursuant to requirements of state law and the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

The District reserves the right to withhold homebound instruction when the instructor's presence in the place of a student's confinement presents a hazard to the health of the instructor; a parent or other adult in authority is not at home with the student during the hours of instruction; or the condition of the student is such as to preclude their benefit from such instruction.

The Superintendent shall develop administrative guidelines for implementing this policy.

Reference: AG 3.11.

3.12. Career and Technical Education.

The District recognizes the importance of career and technical education in meeting the needs of youth, adults, business, industry, and labor of this State, and agrees to coordinate and cooperate with intermediate, State, and Federal educational agencies in an effort to support, where appropriate, Career and Technical Education (CTE) in the District.

The Superintendent shall develop administrative guidelines necessary to implement this policy.

Reference: AG 3.12.

3.13. Guidance and Counseling.

A planned program of guidance and counseling is an integral part of the educational program of the District. The Superintendent shall implement an appropriate counseling and guidance program, and shall adopt administrative guidelines with respect to the program.

Reference: AG 3.13.

3.14. Textbooks, Technology, and Other Essential Curricular Materials.

The Superintendent will recommend to the Board, for its approval, textbooks, technology, and other essential curricular materials. The Superintendent may designate qualified administrators and teachers to assist in the selection of textbooks, technology, and essential curricular materials to be recommended to the Board.

Reference: AG 3.14.

3.15. Selection of Media Center Materials.

District students shall be provided access to a wide variety of educational materials, in various media, to support learning. Consistent with District purchasing protocols, the Superintendent may make or approve purchases for District media centers and may receive recommendations for such purchases from professional staff members, parents and students.

Reference: AG 3.15.

3.16. Parental Objections.

The Superintendent shall develop regulations that provide an opportunity for the presentation and fair consideration of parental objections to the School District's curriculum, the selection of textbooks and other instructional materials and media center materials.

Reference: AG 3.16.

3.17. Wellness.

The Superintendent shall prepare and implement administrative guidelines and SMART Goals, in accordance with applicable law, with input from the District's Wellness Committee, that promote students' health, nutrition, well-being, and regular physical activity as part of the learning environment, in accordance with applicable laws, rules and regulations. The Principal of each school building shall have the authority and responsibility to ensure that each school building complies with this policy.

The District will inform the public annually about the wellness policy, provide a link to the wellness policy online, review the wellness policy at least triennially, and provide information to the public on how they can participate on the wellness committee and assist with the development, implementation and periodic review and update of this policy.

Reference: AG 3.17.

3.18. Non-discrimination.

The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes, including, without limitation, Title IX of the Civil Rights Act of 1964.

Reference: AG 3.18.

3.19. Field Trips and Other District-Sponsored Trips.

The District recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should supplement and enrich classroom procedures by providing learning experiences in an environment outside the school. A field trip is any planned journey by one or more students away from District premises under the supervision of a professional staff member and an integral part of a course of study. Other District-sponsored trips are any planned, student-travel activity which are approved as part of the District's total educational program.

Board approval is required for field trips and other District-sponsored trips which are planned to take students out of the United States, except that under normal conditions, when no applicable travel alert has been issued by the federal government, trips to Canada may be permitted without approval of the Board. Approval of the Superintendent is required for all other such trips.

Students on all field trips and other District-sponsored trips remain subject to the District's policies and administrative guidelines, including the Student Code of Conduct.

The District does not assume liability for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips on school property without permission from the Superintendent.

The Superintendent shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips.

Reference: AG 3.19.

3.20. Student Assessment.

The District shall, in compliance with state law and rules of the State Board of Education, assess student achievement and needs in designated subject areas in order to determine the progress of students and to assist them in attaining District goals.

The Superintendent shall develop and present to the Board annually a program of testing and assessment that comports with state law and is consistent with the policies of the District, and shall develop administrative guidelines as necessary to implement this policy.

Reference: AG 3.20.

3.21. Placement and Promotion.

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

It is the policy of the District, subject to the Administration's sole discretion, that each student be moved in a continuous pattern of achievement and growth that is in harmony with their own development.

The Superintendent shall develop administrative guidelines for the placement and promotion of students consistent with this Policy.

Reference: AG 3.21.

3.22. Third Grade Reading Requirements.

The District shall comply with the requirements of MCL §380.1282f, governing third grade reading proficiency and requirements. The Superintendent shall develop administrative guidelines as necessary to implement this policy and the state statute.

Reference: AG 3.22.

3.23. Reporting Student Progress.

The cooperation of school and home is a vital ingredient to the growth and education of the whole child, and the District recognizes its responsibility to keep parents informed of student welfare and progress in school.

The District shall establish a system of reporting student progress which shall include written reports and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents.

Reference: AG 3.23.

3.24. Grading.

The District is responsible for providing a system of grading student achievement that can help the student, teachers, and parents accurately judge how well the student is achieving the goals of the District's program.

The Superintendent shall develop guidelines for grading containing clear, consistent criteria and standards. The teacher responsible for a student's instruction in a particular course or program shall determine the student's grade. That grade may not be changed without the permission of the Superintendent.

The District will not compute, maintain or release class ranks.

Reference: AG 3.24.

3.25. Graduation Requirements.

The District will acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at graduation ceremonies.

The Superintendent shall develop administrative guidelines containing requirements for graduation consistent with state law and the requirements adopted from time to time by the Board. The guidelines shall also identify the requirements and process to be followed by students wishing to graduate early.

Reference: AG 3.25.

3.26. Compliance with Michigan Sex Education Statute.

The District shall comply with the requirements of MCL §380.1507, dealing with instruction in sex education and related subjects.

3.27. Education Program Leadership Council.

The Superintendent shall appoint an Education Program Leadership Council ("EPLC"), consisting of representatives of central administration, building administration, teachers, parents and students, to review the curriculum and proposed changes, and to make recommendations to the Board of Education.

Reference: AG 3.27.

3.28. Controversial Issues.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion.

Consideration of controversial issues has a legitimate place in the instructional program of the schools. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

The introduction and proper educational use of controversial issues is permitted if their use in the instructional program:

A. is related to the instructional goals of the course of study and appropriate to the level of maturity of the students;

B. does not tend to indoctrinate or persuade students to a particular point of view;

C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students if they are presented in the ordinary course of classroom instruction and are not substantially disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.

When controversial issues have not been specified in the course of study, the instructional use of those issues may take place only if they have been approved by the principal.

In the discussion of a controversial issue, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to their point of view.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflict with their religious beliefs or value system, the school will honor a written request for their child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State, and will be provided alternative learning activities during times of parent-requested absences.

The Superintendent shall develop administrative guidelines for dealing with controversial issues.

Reference: AG 3.28.

3.29. Religion in the Curriculum.

The Board believes that an understanding of religions and their effects on civilization is essential to the thorough education of students and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets.

Subject to Board Policy 3.28, Controversial Issues, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of their religion.

The Superintendent shall prepare administrative guidelines which ensure that students are not influenced to accept a particular religious belief or point of view.

Reference: AG 3.29.

3.30. School Assemblies and Resource Speakers.

School Assemblies

Building principals, with concurrence of the District Superintendent, may convene all-school assemblies or other broadly-attended assemblies during school time for any reason which, in their judgment, is in the best interests of the school. Examples of such assemblies would be honors convocations, pep rallies for school athletic or other competitive teams, or other purposes in which the participation of the entire school or a large portion of the school (such as one or more grade levels) is necessary or worthwhile. School assemblies may take place during school time, but when scheduling broadly-attended assemblies, consideration should be given to the impact on overall instructional time and the impact on curriculum.

Resource Speakers

The Board recognizes that most classroom instruction should come from the certified teachers it employs, but also recognizes that in appropriate circumstances resource speakers who are not District employees may provide valuable learning opportunities for students. The Superintendent shall develop appropriate guidelines for resource speakers.

Reference: AG 3.30.

3.31. Fee-Based Programming.

Fee-based programs that may be offered by the District include, but are not limited to:

A. Before and after school care (Kid's Club);

B. Programming for children aged birth through age five (5);

C. Summer care programs;

D. Swimming programs.

Fees from such a program are to be deposited in a special budget fund. Fee-based programs are intended to be cost-neutral, and fees shall be established accordingly.

Before and after school care shall only be available to students currently enrolled in that school.

In the event that more interest exists in a fee-based program than slots are available, administration shall identify a fair and transparent manner to award program slots to participants. Administration shall not use residency as a basis for awarding program slots in fee-based programs.

The Superintendent shall develop guidelines for managing fee-based programming.

Reference: AG 3.31.

3.32. On-Line Learning.

The Board recognizes the need to provide alternative means by which students achieve the goals of the District. Such options may include, but are not limited to, internships and/or online work offered by the District or a regionally accredited college.

Michigan Virtual High School Credit may only be granted to a student who has received prior approval and has successfully completed the course of study. The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the District graduation requirements.

The Superintendent shall establish administrative guidelines to manage online learning opportunities.

Reference: AG 3.32.

3.33. Tutoring in Voice and Instrumental Music.

The Superintendent may authorize tutors of voice and instrumental music to provide supplemental instruction to students in District buildings if it is in the best interest of the student.

Voice lessons and instrumental music lessons may be provided by non-school personnel when paid for by the student and his or her parents. The supplemental instruction will only take place during the student's scheduled music instruction, before or after school, during lunch, or during tutorials when the music teacher is available to coordinate and supervise.

A fee for the use of the school building will not be required. In such cases, however, the building principal will prepare an approved list of people who have been interviewed by the music teacher and the principal and who have gone through the necessary clearance procedures of the school system's personnel office. Students and their parents will choose from the approved list for their supplemental instruction.

3.34. Homeschooling.

The Board encourages the enrollment of all school-age children residing in this District in public schools or in State-approved nonpublic schools. The Board acknowledges, however, the right of parents to home school within the District, as established by State law.

If a home-schooled student is enrolled in the District on a part-time basis in non-core classes, they may also participate in non-core co-curricular or extracurricular activities that are directly related to those non-core classes. It is not the purpose of this policy, however, to provide services to non-district students beyond the requirements of the law.

The Superintendent shall develop administrative guidelines for implementing this policy.

Reference: AG 3.34.

3.35. Homework.

The Board acknowledges the educational validity of homework in support of the instructional program of the District.

The Superintendent shall develop administrative guidelines for the assignment of homework.

Reference: AG 3.35.

3.36. Return of Student Work.

Providing students feedback on their performance following various measures to evaluate learning (*e.g.*, assessments, projects, quizzes, tests, papers, and assignments) allows students to learn from these experiences and build on that foundation.

To foster these ends, the Board encourages, but does not require, teachers to return formative assessments administered in the classroom to students after being corrected or graded. The Board directs that all student work, with the exception of assessments that are 100% common between both high schools or among the three middle schools and final course or semester assessments even if they are not common, be returned to parents upon their request. The Board directs that all student work completed outside of the classroom be returned to students after being graded by teachers. However, even common assessments and final assessments that are exempt from return must be made available for review by parents or students at the school.

The Superintendent shall develop guidelines to implement this policy.

3.37. Interscholastic Athletics.

The Board believes that the purpose of an interscholastic program is to provide the benefits of an athletic experience to as many students as feasible within the District.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels.

A female student shall be permitted to compete for a position in all interscholastic athletic activities.

The Board adopts the eligibility standards set by the Constitution of the Michigan High School Athletics Association (MHSAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Board also adopts the model policy and procedures of the Michigan High School Athletic Association (MHSAA) for managing heat and humidity to minimize the risk of heat-related illness in interscholastic athletic programs.

Use of a performance-enhancing substance by a student is a violation that will affect a student's athletic eligibility and extracurricular participation, as determined by the Board.

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and an Extracurricular Code of Conduct governing those who participate.

Reference: AG 3.37.

3.38. Use of Artificial Intelligence.

I. Purpose

The Board recognizes that artificial intelligence technologies are increasingly integrated into and used in educational, instructional and administrative settings. AI technologies may support and enhance teaching, learning, instructional and administrative efficiency and innovation when used appropriately and in compliance with applicable laws and District policies and guidelines, including any Student Codes of Conduct, employee handbooks, and/or acceptable use agreements.

While there are appropriate uses of AI in the educational, instructional and administrative settings, AI may also be misused or may interfere with and negatively impact educational learning and content mastery. The purpose of this policy is to establish guidelines for the responsible, ethical, and appropriate use of AI by staff, students, and third parties in the District, while still protecting academic integrity, privacy and equity.

II. Definitions

A. **Artificial Intelligence (AI)** is defined to include any computer application, system or software that is designed to perform tasks that typically require human intelligence, including, but not limited to, digital tools and applications that can analyze data, recognize patterns, generate content (such as text, images, audio, or video), provide recommendations, personalize learning experiences, automate processes, or assist with decision-making.

B. **Generative AI** is defined to mean any AI that can create content, such as text, images, audio, video or code in response to user inputs or prompts.

C. **District-Approved AI Tool** is an AI application, system or software that has been vetted and authorized for use by the District for educational, instructional and/or administrative purposes by students and/or staff.

D. **Privacy Laws** include any Federal and State laws, rules and regulation relating to the confidentiality, privacy, security, use and protection of personally identifiable information and education records, including but not limited to, the Federal Educational Rights and Privacy Act (FERPA), Children's Online Privacy Protection Act (COPPA), the Health Insurance Portability and Protection Act (HIPAA), the Michigan Social Security Number Protection Privacy Act, and the Michigan Identity Theft Protection Act.

III. Acceptable Use of AI

Use of AI by staff for educational, instructional and administrative purposes shall support instructional goals and student learning outcomes and shall not replace the professional judgement of teachers or administrators. The use of AI by students shall not detract from academic integrity nor replace necessary components and tasks of students to develop educational content mastery. Use of AI in the District for instructional, assessment and administrative functions must be transparent to applicable stakeholders and shall be used in a manner which does not exacerbate inequities in access, opportunity or outcomes of students.

A. Teacher and Educator Use of AI

1. Permitted Use

a. Teachers and educators may use AI tools to enhance lesson planning, instructional design, generate practice materials or examples, and support accessibility (e.g., language translation, reading support), provided such use aligns with the educational curriculum.

b. Teachers and educators remain responsible for verifying accuracy, appropriateness and bias of any materials produced, modified or enhanced with AI tools.

2. Professional Responsibilities and Limitations on Use

a. Teachers and educators shall not rely solely on AI for lesson planning, grading, evaluation or other decisions or educational or instructional functions.

b. All decisions affecting students must involve human review and professional judgment when using AI to generate information.

c. Any communications with parents, families, legal guardians or students must be reviewed and edited prior to distribution.

d. Teachers and educators should strive to use AI in a manner that encourages technology literacy for students. Discussions should emphasize ethical, appropriate, and responsible use of AI, including the importance of academic integrity.

e. Teachers and educators shall not direct students to enter any personally identifiable information (whether in text, audio or image) or any confidential information into any AI tool that is not a District-Approved AI Tool.

f. Teachers and educators must abide by the age requirements of AI tools if and when permitting student use.

3. Data Protection

a. Teachers and educators shall not input confidential information, personally identifiable information or education records into any AI tool that is not a District-Approved AI Tool.

b. Teachers and educators shall comply with all Privacy Laws when using any AI tools.

B. Student Use of AI

1. Permitted Use

a. Students may only use AI tools for instructional purposes as authorized by the assigned teacher. Students must use District-Approved AI Tools when on the District network or on a District device.

b. When expressly authorized by a teacher, a student may use District-Approved AI Tools for the authorized assignment/task, provided that, student may only use District-Approved AI Tools for brainstorming, content generation or drafting, research assistance, coding, language practice, and other educational applications to the extent authorized by the teacher for such assignment/task.

c. Students must properly attribute credit to the source and cannot directly or indirectly represent AI-produced material as the student's original thought/work.

d. Students may use District-Approved AI Tools when authorized as part of the student's Individualized Education Program (IEP) or 504 Plan as an accommodation to support access to curriculum. Use of AI Tools must align with instructional objectives and assignment expectations and will be implemented in collaboration with classroom teachers to preserve academic integrity and essential skill development.

e. Students must review and verify AI-produced results, as AI tools may generate inaccuracies or biases.

f. Students must abide by platform age requirements if and when using AI tools.

2. Prohibited Use

a. Students shall not use AI tools when original work is required by the teacher for the assignment/task.

b. Students shall not use AI tools when not authorized by their teacher or to violate standards of academic integrity on any assignment, test, quiz, assessment or exam or to commit other forms of academic dishonesty.

c. Students shall not submit or represent AI-generated work or content as the student's original work/content.

d. Students shall not use AI tools to generate harmful, threatening, discriminatory or inappropriate content. Students are responsible for abiding by the Student Code of Conduct in the use of AI including, but not limited to, using AI to bully/cyberbully, threaten, or harass others in violation of the Code of Conduct.

e. Students shall not enter any personally identifiable information (whether in text, audio or image) into any AI tool that is not a District-Approved AI Tool.

f. Students shall not use AI that would otherwise violate other District policies or rules.

g. Students who are permitted to use District-Approved AI Tools during instructional time must do so only for approved educational purposes. Using District-Approved AI Tools for personal reasons during instructional time is prohibited.

3. Disclosure of Use

a. Teachers may require students to disclose or cite use of AI tools in assignments and failure to disclose or cite such AI use shall constitute academic dishonestly and subject the student to discipline.

C. Administrative and Staff Use of AI

1. District administrators and staff may use District-Approved AI Tools to support administrative and operational functions, such as drafting non-confidential documents, data analysis and reporting using de-identified information, resource allocation, safety monitoring (as permitted by law), transportation and facilities management, and operational efficiencies. Prior to such use, however, all such District-Approved AI Tools shall be verified for data privacy compliance, bias and fairness and equity, security standards and legal compliance with Privacy Laws.

IV. Privacy and Data Security

All use of AI tools shall comply with all Privacy Laws and any other applicable laws, rules and regulations. No confidential information, personally identifiable information or education records, student ID numbers, IEP/504 information or health or discipline data shall be input into any AI tool, unless authorized by the Superintendent and a District-Approved AI Tool is used. AI tools shall not be used for unauthorized surveillance or profiling of students.

V. Equitable Use of AI

Use of AI tools shall be without bias which would unfairly disadvantage protected groups. Accommodations and use of AI for English language learners or students with disabilities are permitted on a case-by-case basis as appropriate and necessary.

VI. Accountability and Violations

Administration and staff may utilize plagiarism and AI detection software to review student work. Any suspected violation of this policy will be reviewed. Violations of this policy may result in academic and/or disciplinary consequences.

VII. Policy Review

This policy shall be reviewed annually to address technological advancements, legal updates, and evolving best practices. The District reserves the right to update this policy as necessary and to issue any additional guidance to the school community as deemed appropriate.

Reference: AG 3.38.

ARTICLE IV. STUDENTS

4.01. Enrollment: Eligible Students.

Except as set forth below, enrollment in the District shall be limited to those students who are residents of the District or are required by Michigan or federal law to be admitted to school in the District. The Superintendent shall implement administrative guidelines in accordance with the requirements of this section and Section 2, below.

Reference: AG 4.01.

4.02. Enrollment: Non-Resident Students.

Students who are not residents of the District or otherwise required by law to be admitted to school in the District may enroll in the District under the circumstances described below. Decisions with respect to the enrollment of non-resident students shall be made on a non-discriminatory basis.

Certain High School Seniors:

A senior in high school who has attended school in the District as an eligible student as a junior, but whose family has moved out of the District (or the student is otherwise no longer eligible to attend school in the District), who wishes to complete their senior year in the District. In that case, the student shall be charged tuition, as established by the Board, from the date they are no longer a resident or otherwise eligible student until graduation. If the student's family has moved out of the District between the end of the student's junior year and the initial student membership count day in the student's senior year, a waiver from the student's new residency district is also required.

New Families:

A student whose family of a student has purchased a home within the District but has not yet relocated at the start of the semester. Upon request of the family, the student will be permitted to attend school upon payment of tuition, as established by the Board, until the family establishes that it has become a resident of the District. A waiver from the student's current residency district may also be required.

Certain Families Who Have Moved Out of the District:

A student whose family has moved out of the District within thirty (30) days of the end of a semester, for high school or middle school students, or a marking period, for elementary school students. Upon request of the family, the student will be permitted to complete the respective semester or marking period upon payment of tuition, as established by the Board. A waiver from the student's current residency district may also be required.

Schools of Choice Students:

The Board may elect to enroll students in the District under MCL §388.1705 and/or .1705c.

Foreign Exchange Students:

The Superintendent may develop and administer a program for the enrollment of foreign exchange students.

Children of Staff Members:

Children of a District employee who works on a half-time (.5) or greater basis may enroll in the District in accordance with the provisions of MCL §388.1606(6)(j), under regulations established by the Superintendent and School Board. In the event of said District employee being laid off, said employee's children presently enrolled in the District shall be welcome as student(s) of the District so long as their attendance is on a continual basis, subject to applicable laws.

A child of a District employee who works on a half-time (.5) or greater basis may enroll in the District, in accordance with the provisions of MCL §388.1606(6)(j), under regulations to be established by the Superintenden

Homeless Students:

The District shall comply with the requirements of federal law, particularly the McKinney-Vento Homeless Assistance Act, with respect to the enrollment of homeless students. The Superintendent shall appoint a central office administrator to act as the District's liaison with homeless students and their parents or guardians and to coordinate with state and local officials.

A student who is in Foster Care:

If a child who is under probate court jurisdiction and/or is under the care and responsibility of a child welfare agency is placed in foster care, the child will be permitted to enroll in and attend the appropriate grade in the school selected by the department of human services or a child placing agency without regard to whether or not the child is residing in the district.

Reference: AG 4.02.

4.03. Enrollment: Entrance Age.

Unless otherwise provided by law, a child who is a resident or otherwise entitled to attend school in the District may enroll in the District if they are less than twenty (20) years on September 1st of the school year of enrollment. A child who is a resident or otherwise entitled to attend school in the District may enroll in kindergarten if the child is at least five (5) years of age on September 1st of the school year of enrollment, or under the early enrollment provisions of MCL §380.1147. Extended age eligibility may apply to certain students qualifying for special education services. The student's birth certificate or other legal documentation of the student's age is required at the time of registration.

4.04. School Attendance Areas.

The Board will periodically establish school attendance areas within the District, and students will ordinarily be required to attend the school in whose attendance area they reside. The Superintendent may assign a student to a school other than that designated by the attendance area when such assignment is justified by circumstances and is in the best interest of the student.

4.04.1 Transfers Within the District

Transfers within the District notwithstanding the general rule that students will attend the school in whose attendance area they reside, transfers may be granted at each level on a case-by-case basis. Transfer requests at the high school level will ordinarily only be considered for the beginning of the 9th grade. Upon approval of a transfer, the student will remain at the newly-approved school unless it is necessary to make adjustments due to discipline infractions or other contingencies. Transportation to and from the new school will be the responsibility of the parent or guardian.

The Superintendent shall establish procedures for processing transfer requests.

Reference: AG 4.04.

4.05. Student Behavior: Governing Principles.

In support of providing educational opportunity, the District strives to create a school environment that cultivates the development of knowledgeable, responsible and caring citizens. To create and maintain such an environment, respect for the rights of others, considerations of their privileges, and cooperative citizenship is expected of all members of the school community. When a student infringes upon others' education, it becomes the duty of the District to discipline this student and restore the conditions that promote learning for all students. In disciplining students and regulating their conduct, the District strives to assure that guidelines and consequences are appropriate and proportionate in nature, consistent with applicable law, constructive and limited to that reasonably necessary in the judgment of Administration to promote the District's educational objectives.

4.06. Student Code of Conduct.

The Superintendent shall develop and implement, and shall publish to all students and their parents, a Student Code of Conduct consistent with these principles.

Reference: AG 4.06.

4.07. Levels of Discipline.

The Board recognizes that exclusion from the educational programs of the District for disciplinary purposes is a serious sanction. The following levels of discipline are permitted in the District.

Emergency Removal:

A student may be removed from any class, subject, or activity for up to one (1) day by the student's teacher for certain conduct as specified in the Student Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Temporary Separation:

A student may be temporarily separated from school for up to five (5) days for certain conduct as specified in the Student Code of Conduct.

Suspension:

The Superintendent, the Superintendent's designee, or a building administrator may suspend a student for a period of from six (6) to fifty-nine (59) days. Ordinarily a suspension will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Expulsion of 180 days or Less:

The Superintendent, the Superintendent's designee, or a building administrator may expel a student for not less than 60 days nor more than 180 days. Ordinarily an expulsion will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Permanent Expulsion or Expulsion of Greater Than 180 Days:

Only the Superintendent or the Superintendent's designee may permanently expel a student or expel a student for greater than 180 days. An appeal process is described in this policy.

Removal of a Student From School Pending Investigation or Provision of Due Process.

When an administrator deems it necessary, the administrator may remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary:

1. to complete the investigation of an alleged infraction or incident, or
2. to defuse a situation that could become worse without such removal, or
3. in unusual circumstances, to permit the student to be accorded due process, as defined in this policy, which shall be accorded as soon as possible thereafter, or
4. for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident may result in disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

4.08. Due Process.

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. The due process to be accorded students is as follows:

Students subject to suspensions or expulsions of 180 days or less. Except in emergency situations, prior to the implementation of a suspension or expulsion a student must be given oral or written notice of the charges against them, a summary of the evidence supporting the charges, and, if the student denies the charges, the opportunity to be heard and to respond to the charges. When such suspension or expulsion has occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall provide the student an opportunity to be heard and shall be responsible for making the suspension decision.

Students subject to permanent expulsion or expulsion greater than 180 days. Prior to the imposition of a permanent expulsion or an expulsion of greater than 180 days, a student and the student's parent or guardian must be given written notice of the intention to permanently expel or expel for more than 180 days, a summary of the evidence supporting the expulsion, and notice that the Superintendent or designee shall conduct a hearing to determine whether to accept the recommendation for expulsion. The student and the student's parent or guardian must also be provided a brief description of the student's rights and of the hearing procedure. The Superintendent shall establish guidelines in the Student Code of Conduct governing the procedure to be followed in the hearing to determine whether the expulsion shall be implemented.

Reference: AG 4.08.

4.09. Considerations Prior to Imposition of Discipline.

In accordance with state law, and except as specifically provided in this policy, before a student may be suspended, expelled or permanently expelled, the District administrators making the disciplinary decision shall consider each of the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student is a student with a disability;
4. the seriousness of the violation or behavior committed by the student;
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member;
6. whether restorative practices will be used to address the violation or behavior committed by the student; and
7. whether a lesser intervention would properly address the violation or behavior committed by the student.

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Superintendent shall develop an appropriate checklist to be used to document consideration of these factors.

Whether student misconduct shall result in discipline, and the level of discipline to be imposed, shall be within the discretion of the Superintendent and designees, including administration of the respective school buildings. In the exercise of this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless administration can demonstrate that it considered each of the factors listed above. The obligation to consider these factors shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

The District shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. The obligation to consider restorative practices shall not apply to a mandatory permanent expulsion for possession of a firearm in a weapon-free school zone. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. The Superintendent shall establish procedures for the use of restorative practices within the District.

Reference: AG 4.09.

4.10. Appeal of the Imposition of Discipline.

A student may appeal a suspension or an expulsion of 180 days or less to a Disciplinary Review Panel. The Student Code of Conduct shall identify the process to be used for such appeals. The decision of the Disciplinary Review Panel shall be final.

A student may appeal a permanent expulsion or an expulsion of greater than 180 days to the Board of Education in accordance with the following procedures:

A. Such expulsion may be appealed to the Board by the student or parent by filing with the Superintendent's office a written request for appeal within fifteen (15) school days after mailing of the notice of such expulsion. The Board shall hear the appeal within a reasonable time at a special meeting called for such purpose. If no such appeal is timely requested, the expulsion shall be deemed final.

B. Upon receipt of an appeal to the Board, the Superintendent shall provide the student or parent with a written notice that appeals to the Board shall be conducted in accordance with the rules and procedures described below.

C. The principal, Board attorney, and any other resource persons that the Board President deems appropriate may be present at the Board hearing. Only members of the Board shall have a vote in determining the appeal.

D. Pursuant to the Open Meetings Act, the hearing before the Board shall be closed to the public at the request of the student or parent(s).

E. Although a hearing to consider the appeal of a permanent expulsion or expulsion greater than 180 days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural questions that arise during the hearing.

F. At the hearing, the principal or other administrator shall first present to the Board the facts of the case and the basis for the discipline. Thereafter, the student (and/or the student's representative and parent(s)) may comment upon the facts as stated by the principal, and may present the basis of the appeal. Board members and other participants in the hearing may ask questions of witnesses.

G. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable, or remand the matter to the Superintendent to impose a consequence less than permanent expulsion; or
3. affirm the expulsion.

H. The Board shall decide the appeal within a reasonable time. The Board Secretary shall promptly notify the appealing party of the Board's decision in writing. The Board's decision shall be final.

4.11. Reinstatement Following Permanent Expulsion.

A student who has been permanently expelled from school in the District may apply for reinstatement in accordance with the following guidelines:

A. If the student is in grade 5 or below at the time of the permanent expulsion, the parents or legal guardian may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.

B. If the student is in grade 6 or above at the time of the permanent expulsion, the parents, legal guardian, the adult student, or the emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.

C. The Superintendent or designee shall, within ten (10) school days after receiving the request, submit the request together with any other information they deem pertinent to the requested reinstatement, to a Board-appointed committee consisting of two (2) Board members, a District administrator, a teacher, and a parent of a District student.

D. The committee shall, within ten (10) school days after being appointed, review all pertinent information, and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of:

1. the extent to which reinstatement would create a risk of harm to students or school personnel;

2. the extent to which reinstatement would create a risk of District or individual liability for the Board or District personnel;

3. the age and maturity of the student;

4. the student's school record before the expulsion incident;

5. the student's attitude concerning the expulsion incident;

6. the student's behavior since the expulsion and the prospects for remediation;

7. if the request was filed by a parent, the degree of cooperation and support the parent has provided and will provide if the student is reinstated, including, but not limited to the parent's receptiveness toward possible conditions placed on the reinstatement. Such conditions may, as an example, include a written agreement by the student and/or a parent who filed the reinstatement request to:

a. abide by a behavior contract which may involve the student, their parents, and an outside agency;

b. participate in an anger management program or other counseling activities;

c. cooperate in processing and discussing periodic progress reviews;

d. meet other conditions deemed appropriate by the committee;

e. accept the consequences for not fulfilling the agreed-upon conditions.

The committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.

E. In the event a student who has been permanently expelled from another school district requests admission to this District, the Board shall, in making its decision, rely upon the recommendation of the Superintendent.

F. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable under the circumstances;
3. affirm the expulsion.

G. The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and not subject to appeal.

4.12. Student Discrimination and Harassment.

The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment (see specific requirements below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

4.12.1 Sexual Harassment

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo* sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 USC §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 USC §12291(a)).

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than two Title IX Coordinators responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment.

A student who believes they have been or are the victim of sexual harassment should immediately report the situation to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a student has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Grievance Procedure.

Reference: AG 4.12.

4.13. Bullying.

It is the policy of the District to provide a safe and nurturing environment for all of its students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

Bullying and Cyberbullying are Prohibited

Bullying and cyberbullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors, and volunteers, is prohibited. All students are protected under this policy, and bullying and cyberbullying are prohibited without regard to their subject matter or motivating animus.

Definitions

"Bullying" means any written, verbal, or physical act, or any electronic communication, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.
2. Adversely affecting the ability of a pupil to participate in or benefit from the District's or school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.
3. Having an actual and substantial detrimental effect on a student's physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.
2. Adversely affecting the ability of a student to participate in or benefit from the District's or school's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress.

3. Having an actual and substantial detrimental effect on a student's physical or mental health.

4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Since "bullying" also includes "cyberbullying," any reference in this policy to "bullying" shall also be deemed to refer to "cyberbullying."

Bullying and cyberbullying are prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, in a school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the School District. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in MCL §750.219a.

Bullying and cyberbullying that does not occur "at school," as defined above, but that causes a substantial disruption to the educational environment, may be subject to disciplinary action in accordance with this policy and applicable law.

Reporting and Investigating Reports of Bullying

Every student is encouraged to promptly report any situation that they believe to be bullying behavior directed toward them self or another student to a teacher, a counselor, a building principal, or an assistant principal. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the building principal. Complaints against the building principal shall be reported to the Superintendent. Complaints against the Superintendent shall be reported to the Board President.

Under State law, a school employee, school volunteer, student, or parent or guardian who promptly reports in good faith an act of bullying to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. This immunity does not apply to a school official who is responsible for implementing this policy or for remedying the bullying, when acting in that capacity.

Retaliation or false accusation against a target of bullying, a witness, or another person with information about an act of bullying is prohibited. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations of bullying is likewise prohibited. Retaliation and making intentionally false accusations of bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The building principal or the principal's designee is responsible for the investigation. If the investigation results in a finding that bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion from school property for parents, guests, volunteers, and contractors. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, both the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying shall be notified promptly in writing. In addition, administrators investigating alleged bullying may notify parents of the victim or perpetrator of bullying sooner than the conclusion of the investigation if circumstances dictate such earlier notification.

Each school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including the required notification of parents or guardians and any discipline and referrals.

The Superintendent is the school official responsible for ensuring that the policy is implemented.

Confidentiality

The District will comply with all applicable laws regarding confidentiality of personally identifiable information from education records. In addition, the identity of an individual who reports an act of bullying or cyberbullying shall be and remain confidential. The principal, or the principal's designee, shall ensure that the name of an individual who reports an act of bullying or cyberbullying is withheld from the alleged perpetrator and the perpetrator's parent(s), legal guardian(s) and representative(s), and is redacted from any report of bullying or cyberbullying that is publicly disclosed.

Notification

This policy will be annually circulated to parents and students, and shall be posted on the District website.

Reporting

As required by State statute, the Superintendent shall provide a report of all verified incidents of bullying and other required information to the Michigan Department of Education on an annual basis, according to the form and procedures established by the Department.

As required by State statute, the District's procedures with respect to bullying are contained within this policy, and thus no administrative guidelines accompany this policy.

4.14. Use of Seclusion or Restraint.

Pursuant to Public Act 395 of 2016, MCL §380.1307a, the Board directs the Superintendent to adopt as an administrative guideline a local policy, applicable to all District administrators, staff and contractors, that is consistent with the policy issued by the Michigan Department of Education in connection with the requirements of Public Acts 394 through 402 of 2016, MCL §380.1307, *et seq.*, regarding restrictions on the use of seclusion and restraint in public schools. This policy is to accomplish the following objectives:

A. Promote the care, safety, welfare and security of the school community and the dignity of each pupil.

B. Encourage the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.

C. Ensure that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

Reference: AG 4.14.

4.15. Search and Seizure.

The Board has charged District administration with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, District administration may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

School Property

Lockers and desks used by students remain at all times the property of the District. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy as to prevent examination by a school official. District administrators may search student lockers and desks at any time and for any reason.

Student Person and Possessions

The privacy of students or their belongings may not be violated by an unreasonable search and seizure. No student may be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history. Reasonable suspicion shall not be required for the use of canines to search a student's possessions as part of a search for bombs or similar contraband.

Searches may be conducted by administrators, school resource officer(s), or their designees. Efforts should be made to conduct a search in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened may be conducted with as much speed and dispatch as may be required to protect persons and property.

A search of a student's person or intimate personal apparel shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened. Strip searches by district employees, school resource officer(s) or any other person acting on behalf of or as a representative of the District, on or off school premises, are not permitted.

Administrators or designated staff members are authorized to utilize a breath-test instrument for the purpose of determining if a student has consumed an alcoholic beverage.

The Superintendent shall prepare administrative guidelines to implement this policy.

Reference: AG 4.15.

4.16. Interrogation of Students by Law Enforcement.

The District is committed to protecting students from harm that may or may not be directly associated with the school environment, but also recognizes its responsibility to cooperate with law enforcement and State's child protection agency.

Such agencies should be encouraged to investigate alleged violations of the law off school property if at all possible. An investigation by such an agency may take place immediately on school property at the request of the building administrator if the alleged violation of law took place on school property or in emergency situations.

When police or other authorities arrive at the school and wish to interview a student or investigate an alleged violation of law, they must contact the building administrator indicating the nature of their investigation and their desire to question a student or students.

Before a student is questioned by police as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the student's parent, and shall request to remain in the room during the questioning if the parent is not available.

If the student is the subject of a child abuse/neglect investigation, and the investigating agency indicates that the parent or a family member is believed to be the perpetrator, the building administrator will not contact either parent prior to the interview if so requested by the investigator.

If an authorized law enforcement officer or child protection agency removes a student, the administrator shall promptly also notify the parent and the Superintendent.

No school official may release personally identifiable student information in education records to the police or children's services agency without prior written permission of the parent, a lawfully-issued subpoena, a court order, or as otherwise required by law, unless it is an emergency situation involving the health or safety of the involved student or other students. Directory information may be disclosed upon request.

4.17. Education Records.

The District shall comply with the applicable requirements of the Family Educational Rights and Privacy Act ("FERPA") and Public Act 367 of 2016 (MCL §380.1136). In accordance with FERPA, not later than the 30th day of each school year, the Superintendent shall provide public notice, in writing or electronically, to students and their parents or legal guardians of the District's intent to make available, upon request, certain information known as "directory information."

The Board designates as "directory information" the following information about students:

A. name;

B. participation in officially recognized activities and sports;

C. height, if a member of an athletic team;

D. weight, if a member of an athletic team which requires disclosure to participate;

E. grade level, and date of actual or expected graduation;

F. awards or honors received;

G. photographs;

H. videos of students participating in school activities, events or programs.

The Board determines that the following information about students shall not be considered "directory information," and shall thus not be disclosed unless otherwise permitted by FERPA:

A. residence address;

B. email address;

C. telephone numbers;

D. date and place of birth;

E. major field of study;

F. dates of attendance;

G. most recent previous educational agency or institution;

H. Social Security number.

The annual notice from the Superintendent shall inform parents and eligible students that they may refuse to allow the District to disclose such "directory information" upon written or electronic notification to the District using the "opt out" form provided with the notice. If a parent or legal guardian of a student or an eligible student elects to "opt out" of the disclosure of any specific type of directory information, the District will elect not to disclose any directory information for that student.

The District shall provide a copy of the notice and "opt out" form to a parent or legal guardian at any time upon request.

The District shall develop a list of uses for which the District would disclose a student's directory information.

Reference: AG 4.17.

4.18. Extracurricular Activities; Code of Conduct.

The Board encourages all students to become involved in extracurricular, co-curricular and athletic activities. Such activities supplement the District's curriculum, and provide opportunities for student enrichment. Participation is contingent on following the rules and guidelines governing those activities, and is a privilege, not a right.

The Superintendent shall develop and administer a program of student clubs and other activities, and shall develop guidelines for the maintenance of student activity funds in support of these organizations.

The Superintendent shall develop and administer a program of interscholastic athletics.

Athletic Code of Conduct

The Superintendent will publish as an administrative guideline an Athletic Code of Conduct, which will apply to students participating in all athletic (including interscholastic) activities. This Code of Conduct will apply on a 12-month basis to all student participants, and to conduct on and off school property. The Athletic Code of Conduct supplements, but does not supersede or modify, the Student Code of Conduct to be published by the Superintendent.

Extracurricular Code of Conduct

The Superintendent may by administrative guideline direct that the provisions of the Athletic Code of Conduct shall also apply to students participating in extracurricular or co-curricular activities.

Reference: AG 4.18.

4.19. Recognized Student Groups; Equal Access for Student Groups.

Student groups shall be recognized as Recognized Student Groups if they are approved by the school administration as not being illegal or harmful to students. Participation in a Recognized Student Group must be available to all students who wish to participate and may not be denied on the basis on the basis of a student's race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category.

All Recognized Student Groups shall have an identified adult advisor present at all meetings. All Recognized Student Groups shall have written bylaws that outline the aim and focus of the group and delineate how members of the group should conduct themselves.

Recognition does not guarantee district funding, particular facilities or staffing resources will be allocated to the Recognized Student Group.

The Superintendent shall develop Administrative Guidelines that identify the process for identifying Recognized Student Groups and the basis for access to school facilities and resources.

Secondary students of the District may also initiate other clubs and activities, which may use District facilities under rules established by the Superintendent. School facilities may not be used by such clubs or activities which are not Recognized Student Groups during instructional hours. A student-initiated group granted permission to meet on school premises shall be provided the same rights and access and shall be subject to the same administrative guidelines that govern the meetings of Recognized Student Groups. Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of a student's race, color, national origin, sex (including sexual orientation or sexual identity), age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category. There shall be no discrimination on the basis of the religious, political, philosophical, or other content of the speech at the meeting.

Reference: AG 4.19.

4.20. Medications.

Medications Generally

The Model Policy and Guidelines for Administering Medications to Pupils at School ("the Model Policy"), published by the Michigan Department of Education, as currently in effect and as subsequently amended, and with the revisions noted below, is adopted as the District's Policy for medications at school.

Pursuant to the Model Policy, "medication" includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

The following provisions of the Model Policy are clarified or revised as follows:

A. As used in the Model Policy, the term "physician" means any health care provider licensed by the State of Michigan to prescribe medication.

B. All documentation provided in connection with this policy, including medication administration logs, shall be retained for three years after the student graduates or otherwise leaves the District, or until the student's 19th birthday, whichever occurs later.

Administration is directed to publish the Model Policy, with the clarifications or revisions identified above, as an administrative guideline, and to amend the guideline to comport with any amendment(s) to the Model Policy.

Administration is authorized to make additional non-substantive wording changes in the Model Policy, and to revise or supplement the forms that accompany the Model Policy, to conform with practices in and the policies and needs of the District.

Epinephrine Auto Injectors (Epi-Pens)

Each school building in the District shall have at least two employees at the school who have been trained in the administration of epinephrine auto-injectors.

Each school building in the District shall possess and maintain at least two epinephrine auto-injectors. The epinephrine auto-injectors shall be stored in a secure location, and in accordance with manufacturer's instructions for the preservation of the medication.

Under state law, a prescriber of medication may issue a prescription for, and a dispensing prescriber or pharmacist may dispense, auto-injectable epinephrine. Administration shall take the necessary steps to obtain and fill prescriptions for epinephrine auto-injectors in order to ensure that sufficient quantities are distributed to and maintained by individual schools.

An employee of the District who is a licensed registered professional nurse or who is trained in the administration of epinephrine auto-injectors may administer an epinephrine auto-injectors to a pupil who has an epinephrine auto-injector prescription on file at the school.

An employee of the District who is a licensed registered professional nurse or an employee of the District who is trained in the administration of epinephrine auto-injectors may administer an epinephrine auto-injectors to any pupil who is believed to be having an anaphylactic reaction, regardless of whether that pupil has an epinephrine auto-injector prescription on file at the school.

The Superintendent shall issue administrative guidelines to ensure the proper implementation of this Policy.

Reference: AG 4.20.

4.21. Personal Communication Devices.

A "personal communication device" is a privately-owned device that is used for audio, video or text communications. "Personal communication device" includes, but is not limited to, 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.*, iPhone, Android devices, Windows Mobile devices, etc.)), telephone paging devices (*e.g.*, beepers or pagers), and/or other web-enabled devices of any type.

Except as authorized by a teacher, administrator or IEP team, by regulations issued by the Superintendent, or pursuant to the District's Bring Your Own Device (BYOD) initiative, students are prohibited from using personal communication devices during instructional time, including while off-campus on a field trip, to capture, record and/or transmit words or sounds (*i.e.*, audio) and/or images (*i.e.*, pictures/video) of any student, staff member or other person. Students may utilize personal communication devices before and after instructional time, during the student's scheduled lunch time, or as directed by a teacher or other staff member for educational purposes. Students may possess personal communication devices on their person during times when their use is not permitted, but the devices must be stored out of sight during such times.

The Superintendent is authorized to develop regulations to further control student use and possession of personal communication devices.

Reference: AG 4.21.

4.22. Attendance.

The Board believes that regular attendance and classroom participation by students are integral to the education process and to allow students to excel.

The Superintendent shall develop administrative guidelines to ensure the attendance of students. Such guidelines should provide that a student's grade in any course is based on the student's performance in the course, and is not reduced for reasons of conduct, including non-attendance. A student who violates the attendance or other rules of the school should be disciplined appropriately for the misconduct, but grades should be based upon what the student can demonstrate they have learned.

Reference: AG 4.22.

ARTICLE V. PERSONNEL

5.01. Administrative, Instructional and Non-Instructional Staff.

The Board shall employ qualified administrators as necessary for the management and operation of the District. The Superintendent shall recommend qualified administrators to the Board for consideration. The Board shall review and approve all administrative positions and contracts on an annual basis.

Board policies apply to all District employees, including those employees covered by a collective bargaining agreement. If a Board policy conflicts with a provision of a current collective bargaining agreement, the collective bargaining agreement shall control that issue only.

5.02. Nondiscrimination.

The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

Sexual Harassment

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo* sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
3. Sexual assault (as defined in the Clery Act, 20 USC §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 §USC12291(a)).

The District shall not retaliate against a person who reports or opposes sexual harassment. The District shall fully comply with Title IX of the Civil Rights Act of 1964 and the accompanying regulations.

The Superintendent shall designate not less than two Title IX Coordinators responsible for coordinating the District's compliance with Title IX and its regulations, and for investigating reports of sexual harassment.

A person who believes they have been or are the victim of sexual harassment should immediately report the situation to the building principal or assistant principal, the Superintendent, or a Title IX Coordinator. A District employee who observes, has knowledge of, or learns that a person has been or is the victim of sexual harassment shall immediately report the situation to the building principal or assistant principal, Superintendent or Title IX Coordinator. Complaints against the building principal should be filed with the Superintendent or Title IX Coordinator. Complaints against the Superintendent should be filed with the Board President or Title IX Coordinator.

The Superintendent shall develop and implement as an administrative guideline a Title IX Grievance Procedure.

Reference: AG 5.02.

5.03. Reasonable Accommodation.

The District will make reasonable accommodation(s) for applicants/employees with disabilities, to allow access to the District's facilities and employment opportunities as required by the Americans with Disabilities Act ("ADA") and/or Michigan's Persons with Disabilities Civil Rights Act ("PWDCRA").

The ultimate decision regarding the "reasonable accommodation" to be implemented rests with the District.

5.04. Criminal Background Checks and Unprofessional Conduct Checks.

The District shall comply with all applicable laws, rules and regulations regarding criminal history background checks and unprofessional conduct checks for all District employees and individuals who regularly and continuously work under contract with students, in a school building or on District premises.

5.05. Relationships with Students Prohibited.

Sexual relationships, dating and deep emotional attachments between a staff member and a student are prohibited, regardless of the student's age or sex. Staff members are expected to recognize that adolescents may misinterpret comments of a personal nature and should ensure that their relationships with students are conducted at all times, including periods of school vacations or outside of school, in a professional and appropriate manner.

The extension of relationships between staff and students through social media should also be closely and carefully managed and should be limited to class/school specific sites intended to expand school learning opportunities, or provide classroom information to students.

District staff are prohibited from providing cell phones, computers, tablets, or other electronic devices to students for purposes of communicating with students outside of the classroom. Staff members should not be alone with a student on school premises or off school premises except in appropriate, school-related circumstances.

5.06. Family and Medical Leave Act.

The District shall comply with the requirements of the Family and Medical Leave Act (FMLA), and its corresponding rules and regulations. The District shall use the rolling calendar method of calculating FMLA eligibility. All FMLA leave will be without pay. If the employee has paid leave time available under Board Policy, a collective bargaining agreement or individual contract, the employee will be required to use that paid leave time concurrent with the employee's use of FMLA leave.

Reference: AG 5.06.

5.07. Paid Medical Leave Act.

The District shall comply with the requirements of the Michigan Paid Medical Leave Act (PMLA) and its corresponding rules and regulations. The Superintendent shall develop and implement legally compliant rules and regulations to implement and enforce the PMLA.

Reference: AG 5.07.

5.08. Leaves of Absence.

The Superintendent may grant an employee a leave of absence, with a right to return to a vacant position in the District, if a vacant position is available at the time of the expiration of the leave of absence and the employee is qualified for the position. The leave of absence and duration of the leave is at the Superintendent's sole discretion unless the leave of absence is provided for by law, Board policy, or a negotiated contract.

5.09. Medical Examinations.

Subject to any applicable laws, rules, regulations, collective bargaining agreements or contracts of employment, the Superintendent has the sole discretion to require an employee to submit to a medical/mental health examination, at District expense, to protect the health, safety and welfare of the students, the employee, or the District staff; in the case of a decline in the employee's work performance that may be attributed to a medical/mental health condition; or where there is a need for a second medical/mental health opinion in the case of an FMLA or other leave of absence.

The employee to be examined shall sign a release authorizing the medical or mental health professional to submit a copy of the medical report to the Superintendent. A copy of the medical report will be maintained in a separate, confidential medical file of the employee as required by law.

If the employee refuses to submit to the District-mandated medical/health professional examination, the employee may be subject to disciplinary action, up to and including termination.

5.10. Health Insurance Portability and Accountability Act.

The District shall comply with all of the requirements of the Health Insurance Portability and Accountability Act of 1996, as amended (HIPAA). The Superintendent shall develop and implement administrative guidelines to ensure the District's continued compliance with the requirements of HIPAA.

Reference: AG 5.10.

5.11. Consolidated Omnibus Budget Reconciliation Act.

The District shall comply with all of the requirements of the Consolidated Omnibus Budget Reconciliation Act (COBRA), as amended, and its corresponding rules and regulations.

5.12. Omnibus Transportation Employees.

The District shall comply with the Omnibus Transportation Employee Testing Act of 1991, as amended. The Superintendent shall develop and implement regulations to conduct alcohol and drug testing of all employees working in safety transportation positions as required by law.

Reference: AG 5.12.

5.13. Probationary Teachers.

The terms and conditions of employment of a probationary teacher shall be in accordance with state law, rules and regulations. A probationary teacher shall be employed by the District as an at-will employee such that his or her employment may be terminated at any time for any reason or no reason at all, or non-renewed in accordance with state law. A probationary teacher shall be evaluated in accordance with state law, rules and regulations.

5.14. Staffing, Assignment, Layoff and Recall of Teachers.

Staffing, assignment, layoff and recall of teachers working for the District who fall within the definition of a teacher, as defined by the Michigan Teachers' Tenure Act, MCL §380.71 *et seq.*, and Section 1249 of the Revised School Code, MCL §380.1249, are governed by applicable state law. All personnel decisions regarding staffing, assignment, layoff and recall of a teacher shall be made pursuant to applicable law, including Section 1248 of the Revised School Code, and based on the following factors:

A. individual performance, as measured by the performance evaluation system approved by the Board pursuant to Section 1249 of the Revised School Code;

B. The teacher's disciplinary record;

C. The Teacher's attendance which is not otherwise protected leave pursuant to state or federal law or approved leaves of absence pursuant to the collective bargaining agreement and/or Board Policy;

D. The teacher's recency of service in the position either by grade level or course level;

E. significant, relevant accomplishments and contributions; and

F. relevant specialized training.

The Superintendent has the sole discretion to make personnel decisions. Length of service or tenure status will not be a consideration in any personnel decisions unless the factors listed above are equal. The decision of the Superintendent shall be final.

A teacher who has received an end of the year performance review rating of "ineffective" (or "Needing Support" after July 1, 2024) shall not be given preference that would result in that teacher being retained over another teacher who received an end of the year performance rating that is higher than "ineffective." (or "Needing Support" after July 1, 2024).

The Board has the sole authority to make decisions relative to prohibited subjects of bargaining.

Reference: AG_5.14.

5.15. Staffing, Assignment, Placement, Layoff and Recall of All Administrative and Non-Classroom Instructional Staff.

Subject to any applicable collective bargaining agreements, individual employment contracts, or applicable laws, rules or regulations, the Superintendent has the sole discretion regarding the staffing, assignment, placement, layoff and recall of all administrators and staff other than teachers as defined under Section 1249 of the Revised School Code, MCL 380.1249.

5.16. Performance Evaluations.

Teachers and administrators shall be evaluated in accordance with state law using one of the evaluation tools allowable by the Michigan Department of Education. The goal of the evaluation system is to improve teacher and administrator work performance and promote and support professional growth. Those teachers and administrators who are rated less than "effective" shall be addressed in the manner prescribed by law. Evaluations shall be used as a factor in staffing, placement, layoff and recall decisions as required and/or permitted by state law. Evaluators of teachers and administrators shall be provided training in accordance with state law.

Non-administrators and staff other than probationary and tenured teachers shall be evaluated in accordance with the evaluation process and procedures developed by the Human Resources Department and approved by the Superintendent, or where applicable, as negotiated in the collective bargaining agreements, or in an individual's employment contract with the District.

Reference: AG 5.16.

5.17. Performance Based Compensation.

The Superintendent shall develop, for Board review and approval, a compensation system that includes a performance bonus as permitted or required by state law and as negotiated in the collective bargaining agreements, or in an individual's employment contract with the District.

5.18. Discipline, Demotion and Discharge.

District employees whose employment is regulated by the provisions of the Michigan Teachers' Tenure Act, MCL §38.71, *et seq*., may be disciplined, demoted or discharged for any reason that is not arbitrary or capricious.

All other District employees are considered at-will employees who may be disciplined or discharged based on the sole discretion of the District. To the extent that this Policy conflicts with an individual employment contract or collective bargaining agreement, the employment contract or collective bargaining agreement shall apply.

District employees whose conduct or work performance is inappropriate, unprofessional, involves unethical or immoral behavior, or fails to meet the District' performance expectations, are subject to disciplinary action, to and including termination from employment, in the District's sole discretion. Except as provided by law, an individual employment contract, or a collective bargaining agreement, all disciplinary decisions of the District are final and not subject to any grievance or arbitration procedure.

For purposes of this policy, discipline includes, but is not limited to: verbal and written warnings/reprimands, suspensions, and dismissal/discharge. Discipline does not include verbal discussions, verbal or written directives, placement on a voluntary or involuntary leave of absence, or periodic performance evaluations.

Reference: AG 5.18.

5.19. Resignations and Retirements.

The Superintendent is authorized to accept resignations and retirements on behalf of the Board. A resignation must be in writing and is effective and irrevocable upon acceptance by the Superintendent.

The resignation or retirement of the Superintendent must be provided to the Board President in writing and is effective and irrevocable upon acceptance by the Board. The Board and the Superintendent may mutually agree upon a date of departure.

5.20. Professional Development.

The District shall provide professional development to staff as required by applicable laws, rules and regulations and as determined to be in the best interest of the District. The Superintendent must approve all professional development costs and staff attendance at seminars, conferences and workshops.

5.21. Gifts to District Personnel.

Parents, students and other third parties are discouraged from giving gifts to District employees. Gifts for staff appreciation, recognition and retirement may be appropriate. The value of the gift or contribution toward a group gift should be nominal and must be voluntary.

District staff may not accept gifts of any type or value that has the purpose or appearance of influencing a decision or judgment, or that may be considered a conflict of interest or creating an appearance of impropriety.

5.22. Professional Appearance by District Staff.

District staff are role models for all students and reflect the educational environment of the District. All staff must be physically clean, neat and well-groomed, and dressed professionally in accordance with their job duties and responsibilities.

5.23. Outside Activities.

District employees are prohibited from engaging in activities that interfere with their District work and responsibilities or have an adverse impact on the District, students, other staff members or the school community. Staff members shall not use school property, District staff, resources, or information to solicit or accept customers for private business or personal gain.

District employees are prohibited from using work time to engage in an outside interest, activity, or association.

Staff members may not receive pay for tutoring or working with students currently assigned to them or their classroom. Staff members may only tutor or work with other students of the District with the permission of the Superintendent. Staff members may not engage in private tutoring during the regular school day, on District property at any time, or use District equipment or supplies.

Staff members shall not use their position with the District to influence parents, students, volunteers, subcontractors or vendors to expend or contribute monies for goods, services, programs, fundraisers or the like. Staff members shall also not solicit one another.

5.24. Political Campaigns and Ballot Proposals or Initiatives.

Staff members may not campaign for a candidate or ballot proposal on District property, in District buildings or during work hours. Staff members may not use students outside of school hours to campaign for a specific candidate(s) or ballot proposal or initiative without written permission from the student's parent or guardian. Michigan law prohibits the use in any manner of District resources to advance political activities.

5.25. Proprietary Information.

Staff members are encouraged to prepare scholarly articles, educational publications, manuals, and other written, audio, musical, theatrical, animated, artistic, or digital materials or the like to be considered for publication or distribution. Any works which reference the District require the prior written approval of the Superintendent.

Staff members who seek a copyright or patent interest in their work are subject to the following rules:

A. Works developed within the scope of the staff member's specific job duties and responsibilities, or developed, created, prepared or finalized during the staff member's regular work hours or using District resources, data, facilities, technology, equipment, materials or supplies, are the exclusive property of the District. The District shall retain all rights and privileges pertaining to the ownership of those works.

B. Works developed, created, prepared, or finalized by a staff member outside of their specific job duties and responsibilities, the staff member's regular work hours and without the use of District resources, data, facilities, technology, equipment, materials or supplies, may belong to the staff member.

5.26. Confidentiality.

Federal and state laws, rules and regulations protect the confidentiality of student educational records, medical records, social security numbers and other student and family information. Staff medical and personnel records and information, social security numbers, or financial and business records may also contain confidential information. District employees have a legal duty to keep information confidential as required by applicable laws, rules and regulations.

5.27. Conflict of Interest.

GPPSS Personnel shall perform their official duties in a manner free from conflict of interest, and shall refrain from actions that create the appearance of a conflict of interest prohibited by law. The maintenance of high standards of honesty, integrity, impartiality and professional conduct by GPPSS Personnel is essential to ensure the proper performance of school business as well as to earn and keep public confidence in the District.

The Superintendent shall implement an Administrative Guideline as necessary to enforce this Policy.

ARTICLE VI. FINANCES

6.01. Fiscal Management.

The Board holds a position of public trust and accountability requiring it to be a good steward of funds received by the District, and to manage and operate the District in an efficient and effective manner. The District shall comply with all applicable federal and state laws, rules and regulations relative to the fiscal management of the District, including, but not limited to, the Uniform Budgeting and Accounting Act, MCL §141.421, *et seq.*

The Superintendent shall oversee financial processes, procedures and internal controls to ensure the proper accounting of all District funds received and expended by the District in accordance with Generally Accepted Accounting Principles ("GAAP") and applicable law. The Superintendent shall ensure that the Board receives in a timely manner monthly financial statements and reports, quarterly reports, and any other financial reports necessary or requested by the Board.

Reference: AG 6.01.

6.02. Deposit of School Funds.

At the first regular meeting of the fiscal year, the Board shall designate the bank(s) or trust companies in which the funds of the District shall be deposited. Within three (3) business days after it receives funds, the treasurer shall deposit or cause to be deposited, funds of the District in a bank, credit union or other eligible financial institution authorized by the Board.

6.03. Annual Budget and Fund Equity.

The Board is legally required to adopt an annual budget prior to July 1 of each year for the upcoming fiscal year. The budget is based on projected student enrollment and includes a statement of anticipated revenues from all sources and anticipated expenditures by the District. The annual budget shall be prepared and published in conformity with GASB 54. The Board may establish a minimum fund balance goal consistent with applicable law.

The Superintendent is responsible for preparation of the proposed annual budget and timely presentation to the Board. The Board shall hold a public hearing on the proposed budget in May/June of each year as required by law. The final adoption of the proposed annual budget shall be made by the Board after completion of the public hearing, but no later than June 30.

The Board shall cause the formal commencement of the administration's preparation of the budget in January of each year through the adoption of an annual resolution documenting budget developmental parameters. This resolution will be drafted by the Treasurer after review of the various financial reports and projections, taking into account the district goals, and after receiving input from fellow Board members. The resolution should articulate the preference of the Board in advance of budget development to avoid ambiguity and to allow the community to have a clear view of the budget development process from its inception. The resolution should:

A. Identify specific financial goals and objectives that the Board requires in regards to specific cost reduction, revenue increases or other financially related objectives for particular budget elements.

B. Identify particular budget related strategies that the Board prefers the administration to pursue or avoid in their development of the budget.

C. Be as specific as possible in terms of the objectives, but allow for flexibility in the administration's approach to budget development.

At the time of the submission of a General Appropriations Act Amendment ("GAAA"), or at other times as requested by the Board, the Superintendent shall inform the Board of actual or anticipated budget variances and the reason(s) for the budget variances. The Superintendent shall prepare amended budgets for the Board's consideration and adoption based on the budget variances, as necessary.

The Board may establish priorities for the District on a short-term, intermediate and long-range basis. The Board encourages the Superintendent to develop a rolling, detailed three (3) year forecast of estimated revenues, expenditures and fund balance, to be reported annually to the Board during its June Board meeting.

Within 30 days after the Board adopts its annual operating budget for the upcoming fiscal year, or adopts a subsequent revision to or amended budget, the District shall make available to the public all of the information required under federal and state law, through a link on its website home page in a form and manner prescribed by the Michigan Department of Education. The Superintendent shall ensure that the District complies with all federal and state reporting requirements.

6.04. Grant Funds.

The Board encourages the solicitation and use of grant funds to enhance the District's educational program, school environment and opportunities for students. The Superintendent, administrators and staff are encouraged to identify, evaluate and apply for grants that will support the District's programs, goals, projects, and priorities. The Superintendent must approve each grant proposal prior to its submission and the Board must approve and accept all grants offered to the District. The Board will not accept any grants from any political influence organization or entity.

The Superintendent is responsible for the efficient and effective administration of grant funds. The financial management and administration of grants must adhere to all applicable federal, state and local laws, rules and regulations, any grantor rules, regulations and conditions of the grant award, and the District's policies and administrative guidelines, and shall comply with OMB Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR 200 and Education Department General Administrative Regulations (EDGAR) Part 76 regarding allowable costs for the use of federal grant funds.

Grants are distinct from gifts, bequests, and/or donations. Gifts, bequests, and/or donations are

governed by Board Policy 8.05 (Gifts, Bequests and Donations).

6.05. General Purchasing.

In order to maintain effective control over the purchase of supplies, materials and equipment for the District, the purchase of all supplies, materials and equipment shall comply with all applicable Board policies, as well as all applicable State and Federal laws, rules and regulations.

It is the general policy of the Board that the purchase of all supplies, materials and equipment be at the lowest possible cost in the best interest of the District and all purchases must be within budget allocations. All procurement processes should use good administrative practices and judgement and free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition as required by law. The lowest responsible bidder shall generally be awarded the contract; however, the Board reserves the right to accept any bid/proposal that it feels is in the best interest of the District.

If the reasonably anticipated purchase price for the supplies, materials or equipment exceeds the State of Michigan competitive bidding threshold, as adjusted annually, a procurement process with competitive bids/proposals is required. However, competitive bids/proposals are not required for the purchasing of food unless the food purchased in a single transaction costs $100,000 or more. Board approval is required for purchases over the State of Michigan competitive bidding threshold, as adjusted annually.

Purchases made using competitive bids provided through the State of Michigan programs, other consortiums, or cooperative bids shall satisfy the requirements of this Policy, unless applicable State or Federal law requires otherwise.

The Board reserves the right to: i) accept or reject any and all bids/proposals, in whole or in part; ii) waive any informalities or irregularities in the procurement process or a bid/proposal; iii) award the contract to other than the lowest bidder.

Reference: AG_6.05.

6.06. Purchasing with Federal Funds.

In order to maintain effective control over the purchase of supplies, materials, equipment and services with Federal monies or under a Federal grant, the District shall follow all applicable Federal laws, regulations and standards, as well as all applicable Board policies and applicable State laws, rules and regulations, including but not limited to applicable provisions of the Uniform Grant Guidance, 2 CFR 200.317-200.327.

It is the general policy of the Board that the purchase of all federally funded supplies, materials, equipment and services be at the lowest possible cost in the best interest of the District and all purchases shall be within budget allocations. All procurement processes shall use good administrative practices and judgment and be free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition. The lowest responsible bidder shall generally be awarded the contract; however, the Board reserves the right to accept any bid/proposal that it feels is in the best interest of the District.

When purchasing supplies, materials or equipment with Federal monies or under a Federal grant, the procurement processes shall also be in accordance with and follow Section 5 – General Purchasing.

When procuring services with Federal monies or under a Federal grant, if the reasonably anticipated cost is less than $250,000, then the District shall contact a reasonable number of potential vendors and obtain informal written quotes for the services from at least three (3) vendors, to the extent possible. If the reasonably anticipated cost for services which will be funded by Federal monies or under a Federal grant is at or over $250,000, competitive bidding shall be used for the procurement of those federally funded services. If it is determined that a formal competitive process for the procurement of services costing less than $250,000 is in the best interests of the District, the District may use an appropriate competitive bidding process to obtain bids/proposals for the services.

Procurement of federally funded supplies, materials, equipment or services through solicitation of a proposal from only one source may be used only when one or more of the following circumstances apply:

- The item can be verified to be only available from a single source;
- The public necessity or emergency will not permit a delay resulting from the competitive bid process;
- A noncompetitive bid/proposal is expressly authorized by the awarding agency; or
- After solicitation of a number of sources, competition is determined inadequate.

The Board reserves the right to: i) accept or reject any and all bids/proposals, in whole or in part; ii) waive any informalities or irregularities in the procurement process or a bid/proposal; iii) award the contract to other than the lowest bidder.

6.07. Construction.

A. General Guidelines

1. The Superintendent shall develop an efficient system for the construction of new school buildings, and additions to, repair or renovation of, or energy conservation improvements to existing school buildings, and shall develop and implement administrative rules and procedures for District personnel regarding the same, that are in compliance with all applicable laws and this policy. All procurement processes should use good administrative practices and judgement and free of any real or apparent conflict of interest. All procurements are to be conducted in a manner which provides open competition.

2. Before commencing construction of a new school building, or addition to or repair or renovation of an existing school building, the Board of Education shall obtain competitive bids on all the materials and labor required for the complete construction of a proposed new building or addition to or repair or renovation of an existing school building.

3. Subsection A(2) of this section does not apply to the following:

f. Repair work normally performed by School District employees;

g. Construction of a new school building, addition to or repair or renovation of an existing school building if the total cost for the materials and labor costs less than the State of Michigan Competitive Bidding Threshold; and

h. Emergency Repairs to School District Buildings. However, such emergencies must arise as a result of circumstances which if not timely repaired could affect the health, safety or welfare of the School District's students, staff or property. All emergency repairs must be reported to the Board after repair and should be ratified by the Board at its next regularly scheduled Board meeting.

B. Bidding Procedures

1. Construction projects where the materials and labor cost less than the State of Michigan Competitive Bidding Threshold may be made without obtaining competitive bids, provided that such procurement shall be made in accordance with School District Administrative Guidelines and applicable law. Projects may not be divided into subunits or separate contracts for the sole purpose of avoiding the State of Michigan Competitive Bidding Threshold or the bidding requirements of this Paragraph.

2. Construction Projects where the materials and labor cost an amount <u>equal to or greater</u> than the State of Michigan Competitive Bidding Threshold

i. The Board shall advertise for bids by placing an advertisement for bids at least once in a newspaper of general circulation in the area where the building or addition is to be constructed or where the repair or renovation of an existing building is to take place and by posting an advertisement for bids for at least two (2) weeks on the website designated by the State of Michigan and maintained for this purpose.

j. The advertisement for bids shall do all of the following:

1. Specify the date, time and location by which all bids must be received by the Board;

2. State that the Board will not consider or accept a bid received by the Board after the date and time specified for bid submission;

3. Identify the time, date, and place of a public meeting at which the Board, or its designee, will open and read aloud each bid received by the Board by the date and time specified in advertisement; and

4. State that the bid shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any member of the Board or the Superintendent of the School District. The Board shall not accept a bid that does not include this sworn and notarized disclosure statement.

k. The Board shall require each bidder for a contract under this Policy to file with the Board security in an amount not less than 1/20 of the amount of the bid conditioned to secure the School District from loss or damage by reason of the withdrawal of the bid or by the failure of the bidder to enter a contract for performance, if the bid is accepted by the Board.

l. The Board shall not open, consider, or accept a bid that the Board receives after the date and time specified for bid submission in the advertisement for bids as described in Subsection B(2)(b) of this section.

m. At a public meeting identified in the advertisement for bids described in Subsection B(2)(b) of this section, the Board, or its designee, shall open and read aloud each bid that the Board received at or before the time and date for bid submission specified in the advertisement for bids. The Board may reject any or all bids, and if all bids are rejected, shall re-advertise in the manner required by this Policy.

n. Any procurement which ensues from a competitive bid solicitation shall be awarded to the lowest responsible bidder, and the purchase shall be approved by the Board of Education.

o. Any construction projected funded in whole or in part by Federal monies or under a Federal grant, the School District must follow all applicable Federal laws, regulations and standards, as well as all applicable Board policies and applicable State laws, rules and regulations.

p. All solicitation documents issued by the School District shall reserve in favor of the School District:

i. The right to accept or reject any or all bids, in whole or in part;

ii. The right to waive any irregularities or informalities contained in any response/proposal to a bid solicitation to the extent not prohibited by law; and

iii. The right to accept a bid other than the lowest bid.

Reference: AG 6.07.

6.08. District Credit Cards.

The Board of Education recognizes that bank credit cards offer a convenient, efficient method of purchasing goods and services for the District. The Superintendent shall designate District employees authorized to use District credit cards for official District related purposes only, and shall determine the maximum spending limit for each such card. The spending limit of a credit card issued to a central office employee shall not exceed $15,000. The spending limit of a credit card issued to a school building employee shall not exceed $10,000. The Superintendent shall oversee the use of District credit cards.

All purchases using a District card must be made by the individual to whom the card is issued, and a detailed report with the receipt(s) of the purchase must be submitted to the business office promptly after the purchase(s). The card may only be used for the purchase of goods or services for the official business of the District, and may not be used for purchases for personal purposes or cash advances. Under no circumstances shall the card be used to purchase alcohol, personal items or services, or personal entertainment. All invoices/statements must be approved by the Superintendent prior to payment. Card holders shall immediately surrender their card upon request of the Board or the Superintendent, or upon separation from employment with the District. A lost or stolen card must be immediately reported to the Superintendent.

Any unauthorized use or misuse of the credit card by a District employee may result in disciplinary action, to and including termination.

6.09. Investments.

Prudent oversight of the District's funds by the Superintendent is required. The Superintendent is responsible for making prudent investment decisions of the District's funds that are not speculative, risky or subject to extreme volatility. The Superintendent shall oversee procedures and internal controls to protect the District's investments. The procedures must comply with the requirements of the Governmental Accounting Standards Board (GASB) and the Michigan Revised School Code.

The financial reports submitted to the Board on a monthly basis shall disclose the District's investments with a summary of allocation of assets, credit, investments and risks to the District's investments in accordance with generally accepted accounting principles.

Investment professionals or advisors utilized by the District shall be approved by the Board in advance of any professional advice or work done on the District's behalf, and must be advised of the School District's investment requirements and restrictions. All investment professionals utilized by the District must meet any required licensing, certification and bonding requirements under state and federal laws, rules and regulations and maintain insurance in the type and amount standard in the industry.

Reference: AG 6.09.

6.10. Risk Management.

The Superintendent shall be responsible for developing and maintaining a risk management program for the District. The program shall contain methods and procedures for identifying, reducing and eliminating risk and, where prudent and feasible, providing for the purchase of insurance.

6.11. Travel Payment and Reimbursement.

Travel expenses incurred for official business travel on behalf of the Board of Education shall be limited to those expenses reasonably and necessarily incurred by the employee in the performance of a public purpose authorized, in advance, in accordance with administrative guidelines to be issued by the Superintendent.

Reference: AG 6.11.

6.12. Fixed Assets/Inventory.

The Superintendent shall develop and maintain a fixed asset/inventory procedure for equipment and supplies purchased for or on behalf of the District or donated to the District. The fixed asset schedule shall be updated on a regular basis to reflect purchases and dispositions of assets.

Reference: AG 6.12.

6.13. Surplus Property.

The Superintendent shall identify real and/or personal property that is no longer required for District purposes. Disposition of real property requires Board approval. Surplus personal property may be disposed of by the Superintendent by selling it to the highest bidder, by donation to appropriate parties, or by proper waste removal. Property purchased with federal funds may be disposed of in accordance with federal guidelines and requirements.

6.14. Bonded Employees.

The Board shall purchase a blanket or surety bond, in an amount proscribed by the Board, for District employees who routinely deal with funds or money of the District.

6.15. Electronic Transactions.

The District may be a party to an Automated Clearing House (ACH) arrangement. The Superintendent shall be responsible for the District's ACH agreement, including payment approval, account and compliance. All ACH invoices shall be approved prior to payment.

6.16. Credit Card Holder Data Security.

If the District accepts credit card payments, all cardholder data obtained by District employees will be protected while in possession, will not be stored or maintained in any format, and will be destroyed when no longer required.

6.17. Student Activity Fund Management.

All revenues and expenditures of student activity funds shall be properly processed through the internal accounting system of the District. All student activity funds shall be audited annually at the same time as the general fund budget.

6.18. Fundraising.

Any fundraising projects carried on by a school organization shall require the approval of the Superintendent or building principal. All school-wide fundraising projects shall require the approval of the Superintendent. All fundraising projects shall be compatible with the District's purpose, goals, and general community expectations. The use of the name of the District (either directly or through inference/affiliation) or the Board shall not be used in any fundraising efforts or on any materials, notices or advertising unless the Superintendent's approval is received prior to such use.

6.19. Vendor Relations.

All contacts by vendors shall be through the Superintendent or the purchasing department. Vendors shall not contact other District employees, Board members or administrators directly unless such contact is approved or authorized by the purchasing department.

6.20. Tuition.

The Board shall annually establish a per diem tuition rate for non-resident students permitted to attend under Article IV of these Policies, which shall be based upon the funding obtained from the "hold harmless" millage collected only within the District, and not on State aid, and may include a factor to cover administrative overhead. The District may require tuition for such students to be paid in advance, based on an estimate of the total tuition charge to be incurred.

The Board may establish a higher tuition rate for those who are found to have enrolled or remained students in the District without any right to do so. In addition, legal and investigative costs associated with each such student's situation may be recouped from the student's family. The District reserves the right to prosecute persons who make false statements regarding their residence during the enrollment process for perjury, fraud, or related offense, and/or to bring a legal action for payment of tuition against a person who enrolls a child or children in the schools of the District without a legal right to do so.

ARTICLE VII. FACILITIES AND OPERATIONS

7.01. Toxic Hazard and Asbestos Hazard Emergency Response.

The Superintendent shall appoint an administrator or staff person to serve as the Toxic Hazard Preparedness (THP) Officer. The THP Officer shall be responsible for identifying potential sources of toxic hazards, obtaining Material Safety Data Sheets (MSDSs), ensuring that all incoming materials are properly labeled with the identity of the chemical, hazard warning and the source of the chemical, and maintaining a current file of the MSDSs for all hazardous materials present on the District's property, among other duties as required by law. The Board will rely on MSDSs from material suppliers to meet hazard determination requirements.

In accordance with state and federal law, the District shall have an asbestos management plan for each school building; maintain and update the plan to ensure that it is current with ongoing operations and maintenance; engage in periodic surveillance, inspection, re-inspection, and response action activities; and comply with the EPA regulations governing the transportation and disposal of asbestos and asbestos-containing materials. The Superintendent shall be responsible for creating and implementing the asbestos management plan. At least once each school year, the District will notify the parents, teachers and other staff of the availability of the asbestos management plan. The Superintendent shall be responsible to ensure proper compliance with federal and state laws and the appropriate training and instruction of staff and students.

Reference: AG 7.01.

7.02. Pest Management.

Each school building shall have an integrated pest management program. The pest management program shall be designed to minimize the use of pesticides in the school buildings and on school property and use the least caustic pesticides available. Annual notices to the parents of children attending the school shall be given within 30 days after the start of school and contain the information required by Michigan law. Advance notice of the application of the pesticide shall be given at least 48 hours before the application of the pesticide by posting the notice at the school entrance and using one other method permitted by state law, except in cases of emergency. The integrated pest management program shall be available for review by the parents. The Superintendent shall develop rules and regulations for school buildings to comply with Michigan law.

Reference: AG 7.02.

7.03. Tobacco Free Environment.

Under state law, the District must be tobacco free. Students, employees, volunteers, third party contractors, visitors and the public shall not smoke, chew or otherwise use tobacco in any form in school buildings, on school grounds, whether school is in or out of session, or during District-sponsored events either on or off District premises. Likewise, the use of e-cigarettes and/or vaporizers are prohibited in school buildings, on school grounds, whether school is in or out of session, or during District-sponsored events whether on or off District premises.

7.04. Alcohol and Drug Free Workplace.

All property of the District shall be free of alcohol, illegal drugs and abuse of prescription drugs. Any student, employee, volunteer, third party contractor, visitor or member of the public who possesses, manufactures, sells, distributes, dispenses, uses or is under the influence of alcohol, illegal drugs, or is abusing prescription drugs, even with a current, valid prescription, in a school building, on District property, attending a District-related event, or driving a vehicle either owned or under contract with the District, shall be disciplined to and including termination, or removed/barred from the District premises.

7.05. Bloodborne Pathogens.

All District employees must follow the Universal Precautions for Bloodborne Pathogens where there has been an exposure to blood or other potentially infectious disease. Under Universal Precautions for Bloodborne Pathogens all human blood and certain human bodily fluids are treated as if known to be infectious for HIV, HBV, Hepatitis B, and other bloodborne pathogens.

The Superintendent shall develop and implement an exposure control plan as required by law. A copy of the exposure control plan shall be maintained in each principal's office and in each school health office. Training for employees who are at daily or occasional risk of exposure shall be provided by the District.

7.06. Communicable Diseases.

The District shall work cooperatively with the Wayne County Health Department to enforce and comply with the Michigan Public Health Code relative to the prevention, control and containment of communicable diseases.

7.07. Cardiac Emergency Response Plan.

Cardiac emergencies may result from sudden cardiac arrest, heart attack, or other causes, and require immediate action. The Superintendent shall develop and implement a written cardiac emergency response plan to provide an appropriate response in the event of a cardiac emergency in school buildings and on the District's premises.

The Superintendent shall conduct an annual review and evaluation of the District's Cardiac Emergency Response Plan, focus on ways to improve the schools' response process, and report the evaluation results and Plan improvements to the Board on an annual basis.

7.08. Health, Safety and Welfare.

The Superintendent shall develop and implement a custodial and maintenance program for the cleanliness, safety and efficient operation of the District buildings and premises that is legally compliant with all safety, health and environmental requirements.

The Superintendent shall develop a school crisis response plan to be implemented in case of an emergency. The Superintendent is authorized to close schools in case of inclement weather or other emergencies, in the Superintendent's discretion, when it is unsafe for students to attend school or engage in school activities.

7.09. Fire and Emergency Safety.

The Superintendent shall develop a fire and emergency safety operations plan that complies with state and federal law, rules and regulations. In developing that plan, the Superintendent shall consult with local public safety agencies with which the District would work in the case of an emergency.

7.10. Food Service Programs.

The District shall provide food service programs, including free and reduced lunch programs, to eligible students in accordance with applicable state and federal laws, rules and regulations. The Superintendent shall develop administrative guidelines to ensure the District's compliance with food service program requirements.

Reference: AG 7.10.

7.11. Transportation of Students.

If bus transportation is provided by the District, the Superintendent shall develop rules and regulations necessary and appropriate for the transportation of students. The District may provide transportation services for field trips, co-curricular and extracurricular activities, and a fee may be charged for such transportation. Violation of the District transportation rules and regulations may result in the student's removal from District-provided transportation services.

The District will determine the geographic parameters for student eligibility for bus transportation in accordance with state law, rules and regulations. The District will not provide transportation for open enrollment students, or students admitted to the District through any school of choice program, unless expressly authorized by the Board.

7.12. Copyrighted Works.

The District shall comply with the federal Copyright Act. The Superintendent will develop and implement administrative guidelines and regulations to implement this policy.

Reference: AG 7.12.

7.13. Privacy of Social Security Numbers.

The District maintains social security numbers of its students, employees and others in the ordinary course of business. The Superintendent shall implement necessary administrative guidelines, rules and regulations to protect the confidentiality of the social security numbers and the privacy rights of the individuals as required by applicable laws, rules, and regulations.

Reference: AG 7.13.

7.14. Lending of Board-Owned Equipment.

Except as provided below, no item of Board-owned equipment shall be loaned for non-school use off District school property. If equipment is required for the use of those granted permission to use District facilities, it may be loaned in accordance with Board policy on the use of school facilities. This provision does not apply to Board-owned technology resources issued to District employees in the regular course of their employment.

The Board may lend specific items of equipment on the written request of the user and approval granted by the Superintendent and only when such equipment is unobtainable elsewhere.

7.15. Weapons.

No person shall possess, store, make, or use a weapon in any setting that is under the control and supervision of the District, including, but not limited to, property leased, owned, or contracted for by the District, at a school-sponsored event, or in a District-owned vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons may 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.

The Superintendent shall refer a person who knowingly violates this policy to law enforcement officials, as required by law, and may take any necessary steps to exclude the person from District property and District-sponsored events.

This policy does not prohibit:

A. weapons under the control of law enforcement personnel;

B. items approved by a principal as part of a class or individual project or presentation under adult supervision, if used for the purpose of and in the manner approved (working firearms and ammunition shall never be approved);

C. theatrical props used in appropriate settings;

D. starter pistols used in appropriate sporting events; or

E. instruments or equipment as required by the curriculum or District operations.

Staff members shall report possession of dangerous weapons and or/threats of violence by students, staff members, or visitors to a building administrator. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

7.16. District Web Page.

The Board authorizes the creation of websites by employees and students of the District to be published on the World Wide Web. The creation of websites by students must be done under the supervision of a professional staff member. These websites must reflect the professional image of the District, its employees, and students. The content of all pages must be consistent with the Board's Mission Statement and is subject to prior approval of the Superintendent or designee.

The purpose of such websites is to educate, inform, and communicate. The following criteria should be used to guide the development of such websites:

A. Educate
Content provided in the web site should be suitable for and usable by students and teachers to support the curriculum and the District's Strategic Plan.

B. Inform
Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

C. Communicate
Content may provide an avenue to communicate with the community.

All links included on the pages must also meet the above criteria and comply with State and Federal law, including, without limitation, copyright laws, the Children's Internet Protection Act (CIPA), the Americans with Disabilities Act (ADA), the Children's Online Privacy Protection Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA), as well as the Board's Education Records Policy, Policy 4.17. Nothing in this paragraph shall prevent the District from linking the Board's web site to (1) recognized news/media outlets (*e.g.,* websites of local newspapers or local television stations) or (2) to web sites that are developed and hosted by outside commercial venders pursuant to a contract with the Board.

A website may not be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. No web pages contained on the District's website may: (1) 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; (2) link to a web site of another organization if the other web site includes such a message; or (3) communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

Individual school websites must be located on District-authorized servers. If a staff member creates a web page/site related to his or her class, it must either be hosted on the District approved server or made available to parents and guardians of their students and District administration.

The Board retains all proprietary rights related to the design of web sites and/or pages that are hosted on the Board's servers, absent written agreement to the contrary.

Violations of this policy will result in links being disabled.

The Superintendent shall issue administrative guidelines defining the standards permissible for website use.

7.17. Website Accessibility.

The District will adhere to the applicable and existing standards for website accessibility so as to render the online content accessible. In the event that current standards, laws and/or regulations change, the District will conform its policies and procedures to meets these changes. The District will perform periodic accessibility audits of its web site.

The District's website shall be compliant with Section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act so that students, prospective students, employees, contracted staff, parents, visitors, District's guests and members of the public with disabilities are able 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, and are not excluded from participation in, denied the benefits of, or are otherwise subjected to discrimination in any of the District's programs, services and activities that are delivered online, as required by Section 504 and Title II of the ADA.

The District will designate a Website Accessibility Coordinator and a Section 504/ADA Compliance Officer as required by law.

The Superintendent shall develop administrative regulations consistent with applicable law and sufficient to permit the District to comply with its legal obligations.

Reference: AG 7.17.

7.18. Acceptable Use Policy: Technology and Internet Safety.

The District's technology resources may only be used for learning, teaching, and administrative purposes consistent with the District's mission and goals. The use of the District's computer system and access to the use of the Internet is a privilege, not a right. Users of the District's computer system and the Internet have no legitimate expectation of privacy while using District technology. The District reserves the right to monitor all technology resource activity.

The Superintendent shall develop and implement administrative guidelines, regulations and user agreements that are consistent with the purposes of the District and its mission and that comply with applicable law, including the Children's Internet Protection Act (CIPA). The District shall use technological measures to block or filter access to portions of the Internet containing visual depictions of materials deemed obscene or pornographic, including child pornography, and other material that may be harmful to minors, and to comply with CIPA.

The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District policies, administrative guidelines, regulations, procedures and user agreements using District provided technology and Internet.

Reference: AG 7.18.

7.19. District-Issued Email Accounts.

Staff

The District's email system shall be used by employees for any official District email communications.

Emails written by or sent to District staff and Board members may be public records if their content concerns District business, or education records if their content includes personally identifiable information about a student. Emails that are public records are subject to retention and disclosure, upon request, in accordance with the Freedom of Information Act ("FOIA") and Policy 8.02. Emails that are student records must be protected pursuant to the Family Educational Rights and Privacy Act ("FERPA") and Policy 4.17.

Pursuant to State and Federal law, e-mails that are public records or education records, and e-mails that are subject to a litigation hold shall be retained. Emails are retained on the District's system in accordance with the requirements of the Record Retention and Disposal Schedule for Michigan Public Schools, and are automatically purged at the conclusion of the required retention period.

Students

Students assigned a school email account shall utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. They shall also use their school-assigned e-mail account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be used by the student for educational purposes.

Unauthorized Email

The District's Technology Resources, including its computer network ("network"), may not be used to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet email sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit email to be sent to or through the network is unauthorized. Email that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the email, is also an unauthorized use of the network. The harvesting or collection of network email addresses for the purposes of sending unsolicited email is prohibited. The District reserves the right to take all legal and technical steps available to prevent unsolicited bulk email or other unauthorized email from entering, utilizing, or remaining within the network. The District's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

7.20. Internet Privacy.

Pursuant to Michigan's Internet Privacy Protection Act, the District shall not:

1. request a student or prospective student to grant access to, allow observation of, or disclose information that allows access to or observation of the student's or prospective student's personal internet account, or expel, discipline, fail to admit, or otherwise penalize a student or prospective student for failure to grant access to, allow observation of, or disclose information that allows access to or observation of the student's or prospective student's personal internet account.

2. request an employee or an applicant for employment to grant access to, allow observation of, or disclose information that allows access to or observation of the employee's or applicant's personal internet account, or discharge, discipline, fail to hire, or otherwise penalize an employee or applicant for employment for failure to grant access to, allow observation of, or disclose information that allows access to or observation of the employee's or applicant's personal internet account.

The requirements of this policy do not apply to a device that is owned or paid for in whole or in part by the District.

7.21. Security and Video Surveillance.

The Board of Education provides notice to all students, the public and its employees of the potential use of video surveillance and electronic monitoring in order to protect District property, promote security and protect the health, welfare, and safety of students, staff and visitors. As additional notice, the District will post signs at the main entrances to buildings stating that video surveillance cameras are in use to monitor activity within buildings for security purposes.

The Superintendent may authorize the use of video/electronic surveillance and/or security systems in monitoring activity on school property. Video surveillance will not be used in bathrooms or locker rooms, although these areas may be monitored by individuals of the same sex as the occupants of the bathrooms or locker rooms.

7.22. Commemoration and Naming of School Facilities.

Commemoration

From time-to-time, the Board of Education may wish to commemorate a person at a school or District facility (gymnasium, swimming pool, athletic field, etc.) by means of a plaque, by naming the facility after the person, or some other honor. Such commemoration should be reserved for individuals who have made a significant contribution to the enhancement of education generally or the District in particular or to the well-being of the District, community, State or nation.

Any individual considered for such an honor shall have ceased to be employed by or affiliated with the District for a minimum of two years prior to the Board's selection of his or her name for commemoration honor.

All requests to name a facility should be referred to the Board Facilities Committee for its consideration prior to being considered by the entire Board.

Naming Rights Pursuant to a Commercial Contract

The District may sell the right to name particular facilities owned by the District. Naming rights shall be granted pursuant to a contract, which must be approved by the Board. Such contract may not be assigned without the approval of the Board.

No naming contract shall extend for more than five (5) years. No naming contract shall be approved for companies or individuals that market items which are inappropriate or illegal for minors to use (*e.g.*, alcohol, tobacco, etc.).

All such contracts shall contain a provision that the naming rights revert immediately to the District upon expiration of the contract or upon any material breach of the naming contract by the purchaser.

Any naming rights contract shall contain a provision that the contract is immediately terminated upon the declaration of bankruptcy by the purchaser, and that the naming rights shall not become an asset of the debtor.

ARTICLE VIII. COMMUNITY RELATIONS

8.01. Information Generally.

The Board recognizes and affirms the right of citizens to be regularly informed and to be able to obtain information about the objectives, conditions and achievements of the District.

8.02. Freedom of Information Act.

In accordance with Michigan's Freedom of Information Act ("FOIA"), MCL §15.231, *et seq.,* the District will make public records, as defined in FOIA, available for inspection or copying. The Assistant Superintendent of Teaching and Learning is designated as the District's FOIA Coordinator. The Coordinator may designate another individual to act on his or her behalf when the Coordinator is unable to do so. The Superintendent will issue procedures and guidelines necessary to implement the Act, including a schedule of costs to be charged in responding to FOIA requests, and shall publish those procedures and guidelines as required by FOIA.

Reference: AG 8.02.

8.03. Community Input.

The Board welcomes input from community members at Board meetings or at other appropriate times. The Board believes that community involvement in the affairs of the District is essential and valuable, and will endeavor to provide reliable and efficient ways to permit public input into the decision-making process.

To obtain community input, the Superintendent shall conduct an Annual Community Survey in order to receive, in a scientifically reliable manner, a comprehensive view of how the District is perceived and the level of satisfaction among its consumers and taxpayers.

Neither District-related nor other organizations or individuals shall administer a survey or questionnaire to students or staff unless the survey and the proposed plan is approved in writing, in advance, by the Superintendent, with such conditions as the Superintendent may require.

8.04. Complaints.

The Superintendent shall issue administrative guidelines identifying procedures for investigating and responding to complaints by members of the public against the District or specific District staff members. A complaint concerning the Superintendent may be made to the Board President.

Reference: AG 8.04.

8.05. Gifts, Grants, Bequests and Donations.

The District appreciates receiving gifts, bequests or donations from members of the public, decedents' estates, or corporate entities, as a reflection of public interest in and good will toward the District. Permissible gifts include a gift of real, personal, or intangible personal property made for school purposes. The Superintendent shall secure the information regarding any gift, bequest or donation offered to the District necessary to determine if it 1) is appropriate for District use; 2) is free of any restrictions or conflicts of interest that are contrary to law or inconsistent with Board policy; 3) contains no commercial advertising; and 4) does not require excessive costs to install, maintain or utilize, or a large commitment of District resources, and provide such information to the Board. The Board must thereafter make such determinations and approve all gifts, bequests or donations offered to the District and must do so in accordance with the requirements of Board Policy. Income derived from gifts, bequests and donations will be credited, if possible, to the fund designated or requested by the donor. If the request of the donor cannot be fulfilled, the gift or bequest will be deposited in any other fund specified by the Board. School board members and candidates must abide by the Michigan Campaign Finance Act with respect to disclosures of contributions and expenditures, among any other applicable legal requirements. The Board will not accept any gift, bequests or donations from any political influence organization or entity.

Gifts, bequests, and/or donations are distinct from grants. Grants are governed by Board Policy 6.04 (Grant Funds).

8.06. Use of District Facilities.

The Board may permit the reasonable use of its buildings and grounds by responsible community groups, provided that such use does not interfere with the daily school routine or any school-sponsored activity, or unduly jeopardize the condition of District facilities. Rental or use of District facilities may take place only if approved in advance by the Superintendent or designee. The Superintendent shall issue administrative guidelines governing the use or rental of District facilities.

Reference: AG 8.06.

8.07. School Visitors.

The District encourages visits to school by parents, other adult community residents, or other educators, so long as those visits do not disrupt or otherwise interfere with the educational process. Any such visit shall be arranged in advance with the building administration. The Superintendent and the building principal or designee have the authority to prohibit entry to a school building of any person, or to expel any person, if there is reason to believe that such person's presence would be detrimental to the educational process or the good order of the school. The Superintendent shall develop administrative guidelines specifying the procedures that permit reasonable attendance by visitors but that protect the educational environment.

Reference: AG 8.07.

8.08. District Support Organizations.

A District Support Organization is a non-profit entity formed and operating for the purpose of supporting District programs. The District's name shall not be used by a District Support Organization without the approval of the Superintendent.

8.09. Advertising; Distribution or Posting of Information.

Advertising for or against a political candidate or campaign is not permitted on District property. Advertising of religious services or religious-related activities is not permitted on District property. Commercial advertising is not permitted on District property without prior approval from the Superintendent or Designee. Distribution or posting of information by outside organizations is permitted only with the prior review and authorization of the Superintendent or Designee. The Superintendent shall issue and enforce regulations governing commercial advertising and distribution or posting of information on District property.

Any third-party communication approved by the Superintendent or Designee pursuant to this Policy shall be sent through the District's community communications system. If the approved third-party communication relates to information about scholarship opportunities for high school students, distribution of such information may be made through any other communication channels available District employees.

Reference: AG 8.09.

8.10. Volunteers.

The Board recognizes and appreciates the value of volunteers. The Superintendent or designees, including building administrators, are responsible for recruiting volunteers, reviewing their capabilities, and placing volunteers. Any volunteer who will work with or have access to students on a regular basis shall be pre-screened using the Internet Criminal History Access Tool (ICHAT) or similar database. District administrators shall not be required to accept a volunteer whose history or skills are not in accord with District standards and needs. The Superintendent shall issue and enforce guidelines governing use of volunteers.

Reference: AG 8.10.

8.11. High School Diplomas to Qualified Military Veterans.

The Board honors the service provided to our country by veterans of World War II, the Korean Conflict and the Vietnam Era. The Board is honored to issue high school diplomas to veterans who began their service without completing high school, and who comply with the provisions of MCL §35.341. The Superintendent is authorized to accept applications and documentation from such veterans, and shall make recommendations to the Board as to whether the veterans should be awarded their diplomas.

8.12. Attendance of the Public at School Events.

The District welcomes the attendance of members of the community at athletic and other public events held by the schools in the District, but acknowledges its duty to maintain order and preserve the facilities of the District during the conduct of such events. The District retains the right to bar the attendance of or remove any person whose conduct may constitute a disruption at a school event. School Administrators are expected to call law enforcement officials if a person violates posted regulations or does not leave school property when reasonably requested. Administrators may use metal detectors and other devices to protect the safety and well-being of participants and visitors.

No qualified person with a disability will be denied the benefits of or be excluded from participation in any program or activity to which the Americans with Disabilities Act applies because the District's facilities are inaccessible to or unusable by such person. The District shall make reasonable accommodation for a person with disabilities to be able to participate in activities.

8.13. Posting of Board of Education Electronic Communications.

The Board of Education supports informing the people so that they may fully participate in the process. To that end, the Board directs the administration to publish on the District website copies of all emails sent by a Board member (whether initiated or in response to any other email) to a quorum of the Board, as follows:

A. e-mails regarding an agenda item shall be linked to the agenda item; and

B. e-mails not related to an agenda item shall be accessible via a link entitled "School Board Electronic Communication."

The administration shall treat the publication as a request for the emails under the Freedom of Information Act and Policy 8.2, redacting accordingly. Publication is not a substitute for a meeting under the Open Meetings Act. Under the Open Meetings Act, members of the Board may not use e-mail to deliberate toward or render a decision on matters pending before the Board.

The Superintendent, in consultation with the Board's Policy Committee, shall develop administrative guidelines to implement this policy.

Reference: AG 8.13.

AG ARTICLE III: CURRICULUM AND INSTRUCTION

AG 3.04. Parental Participation in Title I Programs.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving students' academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child´s education at school; that 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 the carrying out of other activities such as those described in 20 USC §6318 on parent and family engagement.

The District will hold meetings with parents at least semi-annually to jointly develop, review and modify the Parental Involvement Plan, and shall send periodic communications addressed to parents through the School District´s website and other media.

The District, with parental participation, will annually evaluate its Parental Involvement. Revisions to the Policy will be made as needed.

Reference: Policy 3.04.

AG 3.06. Special Education.

Child Find

The District assumes responsibility for Child Find activities and outreach for preschool-aged children. All local educational agencies will assume responsibility for eligible in-school and out-of-school youth up to age 26 through special education programs/services and establish cooperative liaisons with other agencies and professionals who are potential referral sources. District staff will coordinate Project Find activities.

Programs and Services

The District maintains a full continuum of programs and services. The continuum represents a full range of programs and services that provide the least restrictive environment (LRE) at each educational level (preprimary through secondary). This may include various alternative programs and service arrangements such as cooperative agreements with local educational/community agencies, other Districts, or state agencies.

To the maximum extent appropriate, special education eligible students shall be educated with their non-disabled peers.

Assignment to special classes, separate schools, or non-school settings will occur in accordance with IEP team determination when the nature and severity of the disability is such that education in a regular class, with the use of supplemental aides, services, and accommodations, cannot be successfully achieved.

Reference: Policy 3.06.

AG 3.07. Section 504.

If a person believes that they have been discriminated against on the basis of his or her disability, the person may utilize the grievance procedures identified below 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"), parents and students will be notified of their right to file an internal grievance complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, students and their parents will be notified of their right to request a due process hearing before an impartial hearing officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, and their right to examine relevant records.

Grievance/Complaint Procedure

Any individual, including students and staff, who believes that they have been the victim of discrimination, including discrimination based on disability, may seek resolution of their complaint through either the informal or formal procedures the District has established. The District's Director of Student Services serves as the School District's Section 504 Coordinator and Compliance Officer for matters involving alleged discrimination on the basis of disability, and can be contacted as follows:

Rici Shovein
Executive Director of Student Services
The Grosse Pointe Public School System
20900 Morningside
Grosse Pointe Woods, MI 48236
(313)-432-3804
shoveir@gpschools.org

Child Find

The District assumes responsibility for Child Find activities and outreach for preschool-aged children. All local educational agencies will assume responsibility for eligible in-school and out-of-school youth up to age 26 through Section 504 programs/services and establish cooperative liaisons with other agencies and professionals who are potential referral sources. District staff will coordinate Project Find activities.

Reference: Policy 3.07.

AG 3.08. Programs for Gifted Students.

To foster the development of special abilities of each student, the District provides an instructional program to meet the needs of identified gifted students. The learning outcomes of a program for gifted students shall include:

A. Expansion of academic attainments and intellectual skills;

B. Stimulation of intellectual curiosity, independence, and responsibility;

C. Development of originality and creativity;

D. Development of positive attitude toward self and others;

E. Development of desirable social and leadership skills;

F. Career exploration and awareness.

Reference: Policy 3.08.

AG 3.09. Limited English Proficiency.

The District's Board's Limited English Proficiency ("LEP") Program is designed to enable LEP students to become competent in the areas of listening, speaking, reading, and writing of the English language and effectively participate in the District's educational program. The LEP Program is an essential component of the District's educational program and shall use language instruction curricula that is tied to scientifically-based research and designed to effectively meet the special and diverse needs of LEP 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 District for the first time will be required to complete a Home Language Survey in order to identify whether the student's primary or home language is other than English. Additionally, 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 District. Each student who identifies that their primary or home language is other than English will be assessed in order to determine whether they have limited English proficiency and needs special language assistance in order to effectively participate in the District'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 District 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 determined to be eligible for services, the District will promptly send written notice to the student's parent, including information regarding:

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;

E. how the program will help the child 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;

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 that is appropriate for their age, grade level, and language and educational needs.

Annual Evaluation

Each student shall be tested on an annual basis and monitored to determine how well they are learning English and becoming more proficient in the areas of listening, speaking, reading, and writing of the English language. Students will also be tested in the academic content areas of reading/language arts, math, and other core academic subjects. The District will provide each student's parent(s) with the results of the tests.

State-Mandated Tests

Limited English Proficiency students may be given accommodation on any Michigan required testing in accordance with the Regulations and Rules governing this testing.

Exit Procedures

A student placed in the LEP Program 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 District's regular educational program. Teacher recommendation will initiate the process for the student to exit the LEP Program, after which the student will be reassessed.

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

Data

The District shall maintain records of the progress of LEP students as required by the State.

Reference: Policy 3.09.

AG 3.10. Postsecondary (Dual) Enrollment Options.

Before March 1 each year, the high school principals shall provide information regarding the optional postsecondary (dual) enrollment program to the students currently enrolled in grades 8 through 11 and to their parents. This information shall include the District's requirements for participation, and shall be in accord with State rules and regulations. The information shall be posted on the District's website and communicated electronically to each student. The postsecondary institutions to which this option program applies are any State-assisted and degree-granting college or university and any other nonprofit educational institution that is certified to operate in the State.

Upon receipt of a bill from the postsecondary institution itemizing the charges for a student's participation in a particular course, the District shall either pay the bill or the prorated percentage of the State portion of the foundation allowance for that student, whichever is lower. If charges exceed such payment, the student and their parents are responsible for the remaining charges.

If a student participating in the postsecondary (dual) enrollment program fails to successfully complete an eligible course, the student and their parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment. In the event reimbursement is not made in a reasonable period of time, the Superintendent is authorized to file claim against the student and/or their parents in Claims Court for collection.

Eligibility

"Eligible student" means a student enrolled in at least one (1) high school class in the District who becomes eligible by completing all of the required tests and receiving a score(s) that qualifies for entry into the postsecondary (dual) enrollment program.

An eligible student must have at least one (1) parent or legal guardian who is a resident of Michigan. Except as provided by law, an eligible student shall not have been enrolled in high school for more than four (4) school years, including the school year in which the student seeks to enroll in a postsecondary (dual) enrollment course.

A student must have completed the requirements for his/ her eligibility and is limited to enrollment in a subject area in which they have met these requirements.

In addition, the student must meet the eligibility requirements of the postsecondary institution of choice and be accepted by that institution.

Reference: Policy 3.10.

AG 3.11. Homebound Instruction.

A principal who is notified that an enrolled student will be homebound or hospitalized for a medical condition which will extend beyond five (5) school days shall:

A. Request written notification accompanied by certification by a physician who is either an M.D. or a D.O. 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 District's special education office so that the homebound instruction can satisfy the student's IEP can be met, and the objectives to which homebound instructional efforts should be addressed. The District shall arrange for instruction by a properly-certified teacher for a minimum of two (2) nonconsecutive hours a week until the student is released to return to school.

C. For a nondisabled student, arrange for instruction by a 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 school. For a student eligible under Section 504, the District shall consider any other factors which must be considered in providing homebound instruction.

D. 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 appropriate instruction.

Reference: Policy 3.11.

AG 3.12. Career and Technical Education.

During the process of developing and reviewing a student's plan for completing education, a student shall be advised of the Michigan Department of Education (MDE)-approved career and technical education program curriculum.

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 District over the student's experience and learning in the work setting, MDE approval of such an experience is required.

State-approved career and technical education wage-earning programs shall include the following:

A. A coherent sequence of courses so 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 certified career and technical education teacher.

D. Consists of standards approved by the Michigan Department of Education.

E. Receives approval from the MDE 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.

Planning regarding any student Career and Technical Education Program requires close coordination with the MDE Office of Career and Technical Education.

Reference: Policy 3.12.

AG 3.13. Guidance and Counseling.

Guidance and counseling play a significant role in the operation of the District and the lives of our students.

Purpose of the Services

The purpose of guidance is to help students:

A. Select and participate in academic and other school activities that will best ensure achievement of defined educational and personal goals that are commensurate with their abilities;

B. Identify, analyze, and contact agencies and institutions that can provide follow-on programs or services related to a student's goals and future plans.

The purpose of counseling is to help students:

A. Resolve problems and overcome obstacles that are preventing them from achieving their educational and personal goals;

B. Maintain productive relationships with other students, staff members, parents, and other adults, and/or organizations and institutions in their community.

Counselors guide students in course selection and career planning without discrimination or bias, and without making predictions of success or failure based on a student's race, color, national origin, gender, age, or disability. If materials or resources are used to recruit students to a particular career path or vocational choice, the counselor and teacher must ensure that such materials and/or presentations do not indicate or imply racial, gender, or disability stereotypes. Efforts should be made, when applicable to a program, to use resource people who represent special populations contained within the student body being recruited for or guided toward the program or career path.

Staff Responsibility

Members of the professional staff and support staff should behave in a caring and respectful manner toward students. If staff become aware that a student needs either guidance or counseling, staff should take whatever steps are necessary to ensure that a student has made productive contact with a member of the guidance and counseling staff.

All staff members are encouraged to be good listeners – that is, to be sensitive to signs that a student has something they need to talk about.

Confidentiality

It is incumbent on all staff members to be knowledgeable about the laws regarding confidentiality of information, whether it be part of a student's educational record or communication with a student.

As it relates to confidentiality of communications, families have an expectation of privacy regarding their family relationships. Such expectation may be superseded in certain situations where the rights of a minor student would prevail, such as one-on-one counseling situations with a licensed counselor. Upon receiving confidential information regarding a student's or family's personal relationship, a staff member who is not a licensed professional counselor or who has a limited counseling license should consult with the building principal regarding disclosure. Examples of situations where disclosure could occur include group counseling sessions, health classes, crisis intervention activities, and informal conversation. Information shared with a licensed counselor is to be considered privileged information and not to be shared with anyone unless the counselor believes a student's health and/or well-being is in jeopardy. In such cases, the counselor should contact the appropriate agency and consult with the principal prior to contacting a student's parents.

In determining whether or not to disclose information, the principal must consider:

A. The student's need to maintain confidentiality in order to obtain and benefit from assistance balanced against the parents' rights to the care, custody, and control of their child;

B. If there is a compelling need involving the immediate health, safety, or welfare of a student or others.

In balancing these concerns, the principal must also consider:

A. The nature of the relationship between the student and their parents;

B. Potential benefits and risks of maintaining confidentiality versus disclosure;

C. The best interests of the student.

Reference: Policy 3.13.

AG 3.14. Inspections and Challenges of Instructional Materials.

Upon written request, a member of the public may inspect curricular and other instructional materials. The Director of Pre-K and Elementary Instruction or Director of Secondary Instruction shall promptly schedule an appointment for the person to review and inspect the requested material. After inspection and review, the person may file a complaint about the instructional materials, pursuant to AG 3.16, or a challenge under the procedure described below.

Procedures for Evaluating Challenged Instructional Materials.

Instructional materials are selected to meet the broad range of intellectual development, backgrounds, capabilities, and philosophies of the students in the District. The District supports the student's right to free and open access to diversified sources of information.

The District recognizes the rights of an individual and groups within the community to request the reconsideration of instructional materials on the basis of appropriateness. The intent of the procedures listed below is to provide guidelines to insure a rational and objective reconsideration of challenged materials.

A. Complaints should ordinarily be handled at the building level. Initial complaints should be immediately referred to the teacher who will explain the role of the material in the curriculum of the school and make available a copy of the District selection policy.

B. If, after the explanation, the complainant is not satisfied, they may submit a written request for reconsideration of the materials to the building principal. A copy of the written complaint will be forwarded to the Director of Pre-K and Elementary Instruction or Director of Secondary Instruction.

C. Upon receipt of the complaint, the principal shall convene a committee to review the challenged material. The committee will be composed of seven (7) members:

1. principal;
2. one (1) teacher in the subject area of the material in question;
3. one (1) library media specialist from the building;
4. Director of Pre-K and Elementary Instruction or Director of Secondary Instruction;
5. one (1) parent;
6. one (1) Board member;
7. one (1) central office administrator.

D. The review committee will meet to discuss the complaint. The complainant may choose to be present at the meeting and read their complaint to the committee.

E. The committee will evaluate the materials in terms of the extent to which they support the curriculum and are developmentally appropriate for students.

F. A written recommendation of the committee will be sent to the Superintendent. Options may include retention of the materials; retention, but not required reading; or withdrawal of the materials.

G. The Superintendent will review the committee's recommendation and make a decision regarding the challenged materials. The decision of the Superintendent shall be final.

Responding to Complaints about Materials which Conflict with Family Religious Beliefs.

A parent shall have the right to register an objection about a requirement to study materials which conflict with religious beliefs. Such objection shall be made in a written statement and submitted to the principal. Other media may be substituted for completing the student's course requirements.

Reference: Policy 3.14.

AG 3.15. Selection of Media Center Materials.

Objectives of the Library Media Program:

A. to achieve the library media program objectives;

B. to implement, support, and enrich the educational program of the District;

C. to achieve competency through guidance and instruction in the location, use, production, and evaluation of library materials and equipment;

D. to stimulate enjoyment and appreciation of materials in order to attract students to reading, viewing, and listening as sources of recreation and pleasure over and above required subject content;

E. to cooperate with other libraries in planning and developing an overall library program for the community;

F. to acquire by purchase or gift and by recording or production, relevant and potentially useful information that is produced by, about, or for the student, staff, and administration of the District.

Purchase Procedures

All orders for school media centers will be channeled through the media center personnel to the principal. Such materials include all items to be cataloged and circulated. At the beginning of each fiscal year, media center personnel will be informed of the amount of the media center budget and will operate within that budget. Final decisions about purchases for the media center will be made by the principal or a designee.

Recommendations

Recommendations received from the certified staff and students will be reviewed to ascertain whether they meet selection criteria for school media centers. Teachers' professional advice will be solicited in selecting materials.

Evaluation

The collection will be evaluated, from time to time, in relation to changing curriculum, new instructional methods and current needs of teachers and students.

Gifts

All gift materials for the media center must meet qualitative standards of selection. These gifts will be acknowledged and credit given in the media center records.

Procedures for Evaluating Challenges to Media Center Materials.

The District supports the principles of intellectual freedom set forth in the First Amendment of the United States Constitution and expressed in Freedom to Read and the Library Bill of Rights of the American Library Association.

Instructional materials are selected to meet the broad range of intellectual development, backgrounds, capabilities, and philosophies of the students in the District. The District supports the student's right to free and open access to diversified sources of information. It is not the role of the library media center staff to act *in loco parentis* when selecting materials.

The Board recognizes the rights of individuals and groups within the community to request the reconsideration of media center materials on the basis of appropriateness. The intent of the procedures listed below is to provide guidelines to insure a rational and objective reconsideration of challenged materials.

A. Complaints will ordinarily be handled at the building level. Initial complaints should be immediately referred to library media personnel who will explain the role of the material in the curriculum of the school and make available a copy of the Grosse Pointe selection policy.

B. If, after the explanation, the complainant is not satisfied, they may submit a written request for reconsideration of media center materials. Written complaints will be forwarded to the building principal and the deputy superintendent of educational services.

C. Upon receipt of the complaint, the principal shall convene a committee to review the challenged materials. The committee will be composed of seven (7) members:

1. principal;
2. one (1) library media specialist from the building (preferably the selector);
3. deputy superintendent of educational services;
4. one (1) parent;
5. one (1) teacher in the subject area of the material in question;
6. one (1) Board member;
7. one (1) central office administrator.

D. The review committee will meet to discuss the complaint. The complainant may choose to be present at the meeting and read his or her complaint to the committee.

E. The committee will evaluate the materials in terms of the extent to which it supports the curriculum and is developmentally appropriate for students.

F. The committee will complete the "Checklist for the Review of Challenged Materials" in order to judge the material on its strengths as a whole.

G. A written recommendation of the committee will be sent to the Superintendent. The Superintendent will review the committee's recommendation and make a decision regarding the challenged materials. The Superintendent's decision shall be final.

Reference: Policy 3.15.

AG 3.16. Parental Objections.

A parent who objects to educational material or media center material used by the District may present a written complaint to the Superintendent identifying the material to which they object and the basis of the objection.

The Superintendent will refer the written complaint to the District's Department of Curriculum and Instruction for review by the Director and other staff members the Superintendent and Director deem appropriate. The reviewer(s) will review the complaint and, if necessary to understand the complaint, meet with the parent, and shall then prepare a written response for the Superintendent's consideration. The Superintendent will review the written response and issue a final decision upholding, in whole or in part, or rejecting the objection. The Superintendent's determination will be final. Materials which are the subject of the complaint will remain in use pending the Superintendent's final decision, unless the Superintendent directs otherwise.

Reference: Policy 3.16.

AG 3.17. Wellness.

Schools play an important role in developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The effort to support students' development of healthy behaviors and habits must be collaborative between staff, parents, and the community at large. The District has the following goals to enable students to establish good health and nutrition habits:

A. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.

B. Nutrition education shall include opportunities for appropriate student projects related to nutrition and involving, when possible, community agencies and organizations.

C. Nutrition education posters will be displayed in the cafeteria.

D. Nutrition education shall extend beyond the school by engaging and involving families and the community.

E. Physical education shall be included in the sequential, comprehensive curriculum in accordance with the curriculum standards and benchmarks established by the State.

F. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

G. Physical education planned instruction shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment or any kind.

H. Physical activity shall not be employed as a form of discipline or punishment.

I. Physical activity and movement shall be encouraged across the curricula and throughout the school day.

J. Physical activities that are age-appropriate and promote healthy habits of lifelong physical activity shall be provided throughout the school day (*e.g.*, recess, after school clubs, and interscholastic sports).

The District shall create an environment encouraging healthy eating habits, including offering a variety of fresh produce; whole grain products; fat-free and low-fat milk; and meals designed to meet specific calorie ranges for age/grade groups.

The Superintendent shall appoint a District wellness committee comprised of parents, students, representatives of the school food staff, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the public and school administrators to oversee development, implementation, evaluation, and periodic update of the wellness policy. The Wellness Committee shall be chosen annually.

The Wellness Committee shall be responsible for:

A. Assessment of the current school environment;

B. Review of the District's wellness policy;

C. Presentation of the wellness policy to the school board for approval;

D. Measurement of the implementation of the policy; and

E. Recommendation for the revision of the policy, as necessary.

Each year, the Wellness Committee shall recommend to the Superintendent any revisions to the policy it deems necessary and/or appropriate. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendations.

The Wellness Policy will be assessed at least once every three (3) years to determine which schools in the District are in compliance with the District policy, how the District policy compares to model wellness policies, and the progress made in attaining the goals of the District Wellness Policy.

Reference: Policy 3.17.

AG 3.18. Nondiscrimination.

See AG 5.02 for the procedure following complaints by students or others of illegal discrimination, non-sexual harassment or sexual harassment.

Reference: Policy 3.18.

AG 3.19. Field Trips and Other District-Sponsored Trips.

Field Trips

Field trips are defined as within a 40-mile radius of the District and take place within one day or less. All field trips require approval by the building administrator.

A ratio of one (1) adult to every 15 students is required for a field trip. Forms required for a field trip include, but may not necessarily be limited to:

- Field Trip/Student Travel Application;
- Bus Requests (under 250 miles); and
- Permission Slip/Liability Waiver.

Student Travel and Overnight Trips – District Sponsored

Student travel is defined as one-day travel beyond a 40-mile radius of the District, overnight travel, out-of-state travel, or out-of-country travel. Student travel beyond 40 miles requires approval by the Superintendent. Board approval is required for student travel that is overnight, out-of-state, or out-of-country. The ratio of one (1) adult to every 10 students is required for student travel that is overnight, out-of-state, or out-of-country.

Forms that are required for student travel and overnight trips include, but are not limited to:

- Field Trip/Student Travel Application
- Bus Request
- Permission Slip/Waiver
- Health – Medical Release Form

When a staff member seeks Board approval for a trip on which students will be away from home for one (1) or more nights, all requests must be submitted to the Superintendent two (2) weeks prior to the Board meeting at which approval will be sought. The staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining written approval from each.

Reference: Policy 3.19.

AG 3.20. Student Assessment.

On an annual basis, the Superintendent will present to the Board and inform District administrators and teachers of the national, statewide and districtwide assessments the District will administer. District personnel shall administer assessments consistent with protocols established by the Superintendent and the testing agencies. Students are expected to participate in assessments. Assessments will be administered to disabled students consistent with their IEPs or Section 504 Plans.

All assessment results shall be made available to parents. School personnel shall be trained to interpret assessment results for parents, and for use in the delivery of educational services. School personnel who administer assessments will be trained in administration procedures.

Reference: Policy 3.20.

AG 3.21. Placement and Promotion.

Placement.

Building administrators shall be responsible for placing students in schools, grades and courses. In addition to their good judgment, building administrators should consider the following factors, among others:

1. The student's academic achievement and ability as reflected in scores on standardized tests;
2. The student's academic performance in District classes or while enrolled in another district;
3. The student's chronological age;
4. The student's emotional and social maturity; and
5. Views and attitudes of parents and student.

Promotion and Retention.

Typically, students will advance to the next grade level after the end of the school year.

If retention is a possibility, the following procedure shall be followed:

A. The teacher shall notify the student's parents when it appears to the teacher that retention may be recommended. A conference shall be held with the parents in order to discuss the possibility of retention and develop plans for the student's success.

B. Elementary and middle school teachers will make actual recommendations about retention for the next school year to the principal at least six (6) weeks before the end of the school year. At that time a conference will be scheduled with the principal, teacher(s), and parents.

C. After the conference, the principal, in consultation with the teacher, shall decide whether the student should be retained.

D. In determining whether a student should be retained, the following factors, among others should be considered:

1. The student's academic achievement and ability as reflected in scores on standardized tests;
2. The student's academic performance in District classes or while enrolled in another district;
3. The student's chronological age;
4. The student's emotional and social maturity; and
5. Views and attitudes of parents and student.

E. The principal's determination of whether to retain a student shall be final.

Reference: Policy 3.21.

AG 3.22. Third Grade Reading Requirements.

An initial assessment will be given to all children in young 5/kindergarten through third grade within thirty (30) days of the first day of school. An Individualized Reading Improvement Plan (IRIP) will be written for learners who have been identified as having a reading concern through these assessments. Students who qualify for an IRIP will receive it within thirty (30) calendar days of the student showing a deficit. Reading intervention services will be provided by a reading specialist/literacy coach. A "Read at Home" plan will be developed in collaboration between the teacher, reading specialist, and parent. The District must document any dissenting opinions to the IRIP.

As required by state law, for a grade 3 pupil who has a reading deficiency based on the grade 3 state English language arts assessment, the District shall provide through grade 4 a reading intervention program that is intended to correct the student's specific reading deficiency.

For a student who has a reading deficiency at the end of grade 4, the District shall provide intensive reading intervention beyond grade 4 until the student no longer has a reading deficiency.

Reference: Policy 3.22.

AG 3.23. Reporting Student Progress.

In addition to the requirements of the Assessment (AG 3.20) and Grading (AG 3.24) provisions of these Guidelines, administrators and teachers should endeavor using other methods to assist parents to understand how well the student is achieving program objectives and accomplishing the educational goals of the District, including parent conferences according to a schedule set by the District, or more often as necessary; and other means of communication, including an electronic gradebook and other electronic tools as may be available in the District.

Reference: Policy 3.23.

AG 3.24. Grading.

The District's grading system is explained in faculty and student handbooks. It is recommended that teachers review their criteria for determining grades every year and communicate them to students, parents, and the community. At the end of each school year, principals shall collect and store teachers' grade records for five (5) years.

Determining Student Grades – Elementary, Middle, and High School

In evaluating student work such as tests, papers, speeches, oral reports, products, and performances, teachers shall apply the concept of fairness and reasonableness and shall use criteria developed cooperatively by teachers and administrators. As determined by the teacher, a grade may reflect mastery of content, learning progress, skill development, and other criteria such as form and structure. While poor attendance may diminish a student's learning performance, the student's attendance record shall not be used in the computation of a grade. Teachers shall explain to students the value of all grades assigned and maintain a record of the values.

The record shall be open to appropriate examination by a student, parent, or administrator upon request. A student's grades shall always be treated as confidential.

High School – Incomplete Grades

Students must complete and submit all incomplete work (*e.g.*, projects, assignments, exams) no later than three (3) weeks after the end of the card marking period and date. A mark of Incomplete is to be changed by the teacher to a grade no later than three (3) weeks after the grade entry cutoff date. Exceptions to the three (3) week rule must be approved by a school administrator.

High School – Pass/Fail Grades

Students in grades 11 or 12 may take a maximum of two (2) credits on a PASS/FAIL basis. Courses eligible for a grade of PASS/FAIL are those other than the courses designated in specific subject areas and beyond the total number of credits required for graduation. Requests to take more than two (2) credits of PASS/FAIL in a student's high school career must be approved in advance by the counselor and administrator.

The decision to elect a course on a PASS/FAIL basis must be made during scheduling or no later than the fifth week of the class. A change from PASS/FAIL to a graded basis must occur no later than the fifth week of the class. A change to a PASS/FAIL or to a graded basis must be approved by the student's counselor and signed by the teacher, parent, and student. After five (5) weeks, no changes in grading status will be made.

Students who elect to take a course on a PASS/FAIL basis are expected to meet all regular classroom obligations with respect to attendance and assignments. Teachers will keep the usual grade average with the standard grading scale. An equivalent of C- or higher is required before a course is recorded as PASS and credit is posted. A grade equivalent below C- is recorded as FAIL. Results will be reported as PASS/FAIL on the report card and transcript.

Schedule Changes

Schedule changes are sometimes necessary. They are, however, disruptive to the instructional program and have a potentially negative impact on class sizes throughout the District. Students are urged to carefully consider all options during the course selection process so that schedule changes can be kept at a minimum.

Every effort will be made to complete all schedule changes by the end of the second week of school. This deadline does not apply to class level changes.

Students making schedule changes after the start of the school year must remain in all classes until the request for a schedule change is approved. Absences from the class while a request for a schedule change is being processed are considered unexcused absences. All schedule changes are processed through the counselor.

Schedule changes will be approved only for the following reasons:

A. scheduling error;

B. lack of prerequisite class/grade requirements;

C. moving to a more challenging course level;

D. failure to complete a course in the spring semester or in summer school which would make the student ineligible for a chosen course;

E. a transcript for a new student indicates a schedule change is necessary;

F. a significant change in educational plans.

Class Level Change – Middle and High School

Students in grades 6-12 may request, with input from the teacher and counselor, to change a class level. The final determination with level changes rests with administration. A class level change occurs when a student moves from one level of a course to another level. For example, a student moving from Honors Biology to Biology is a level change. Typically, level changes are made during the summer and at the semester change. The following are the procedures and timing required to facilitate a level change during a semester.

A. Level changes may only be considered during the first quarter and the first two (2) weeks of the second quarter of a semester. Level changes may not occur beyond the second week of the second quarter of a semester.

B. In the event a student drops a course to pursue a level change after the second week of the second semester the situation will continue to be governed by 'C' in the High School Course Withdrawal Procedures listed below.

C. When considering a level change, the student, parent, counselor and teacher should communicate regarding the best interests of the student.

Grading Practices for Students Attending Less than a Full Semester

Teachers shall apply the concepts of fairness and reasonableness when determining grades for students who attend a course for less than a full semester. The following shall govern a situation in which a student enrolls in a course after the semester has begun:

A. For students newly enrolling in a GPPSS school, the counselor and teacher shall consider how to account for grades and other examples of student work transferred from the previous school.

B. District students who elect a level change as described above shall not have their work and grades earned in the initial course be considered for the purposes of grading in their new course.

C. If a student enrolls in a course during the first quarter of a semester with less than three (3) weeks remaining in the quarter, the teacher shall report the first quarter grade as an 'N' and compute the final course grade using the final exam, the second quarter grade and a pro-rated portion of a first quarter grade when computing the final grade in the course.

High School Course Withdrawal Procedures

A. At the end of each school year, a student's record must show evidence of a minimum of six (6) credits attempted in grades 9-12, a minimum of six classes enrolled per semester and a per year accumulated total as indicated below:

9th 6
10th 12
11th 18
12th 24

B. With the exception of an IEP which specifies something different, a student may withdraw from a course without penalty of a failing grade for the course if the withdrawal occurs following the guidelines in 1 below. The district has no obligation to provide a replacement course when the student withdraws from a course:

1. No later than the first two (2) weeks after the issuance of the first report card of each semester provided that the attempted credits do not fall below six (6) credits or below required minimum accumulated credits for the grade level.

2. The student's transcript and report card will reflect only earned grades. Following counselor confirmation, the student's transcript will no longer reflect the attempted-and-withdrawn semester course, the course that was dropped due to level change or semester portion of the year course. The teacher shall be notified immediately of the student's withdrawal.

C. When a student withdraws from a course at any time later than the times specified in "B" above but before the final assessment of the course:

1. The student's transcript shows a "W" (withdrawn) to reflect the attempted-and-withdrawn semester course or semester portion of the year course. However, the student's grade point average will not be impacted by the "W".

2. The teacher is notified immediately of the student's withdrawal.

Auditing a Class

With the written permission of the school principal, a student may audit a class rather than earn credit for it. The audited class fulfills the student's requirement to attempt sixty (60) hours. However, no grade is assigned for an audited class, and no credit is earned. An audited class is shown on the student's transcript as AUDIT.

A request for permission to audit a class must be submitted to the school principal in writing in advance of the class. The principal will grant permission if the class is an appropriate placement for the student and there is room in the class. To receive permission to audit, the student must agree to maintain good attendance, observe all class rules, keep up with assigned work, and take all class tests. If a student does not meet these requirements in reasonable fashion, they are subject to immediate loss of the audit privilege for this class.

High Schools – Mid-Year and Final Assessments

A final assessment shall be administered at the end of the semester. Teachers shall convene all classes for full, scheduled periods during final assessments. A final assessment may consist of a comprehensive test, project, paper, speech, or other appropriate demonstration of course mastery. Projects, papers, speeches, or take-home assessments should be assigned sufficiently far in advance of the assessment period so that they will not require a disproportionate amount of student preparation time during the assessment period, relative to time needed to study for other final assessments.

High School – Final Grades for Students Who Experience a Level Change

Mathematical grade values for a course level change are computed using only the grades earned at the new level, not grades earned in the previous level, when a student moves to the new level any time from the beginning of the course to within two (2) weeks following the issuance of the first report card unless the first teacher files a Discrepancy Explanation within two (2) weeks following the first report card. If the level change occurs at the end of the first card marking, the grade for the new level is calculated by assigning the second report card grade the value of two-thirds and the final assessment, the value of one-third of the final grade for a semester course or the semester portion of a year course.

High School – Computing a Grade

For purposes of assigning a grade, the teacher of the course is the judge of the adequacy of a student's learning. A mathematical average is not ever the sole determiner of a grade and does not serve as an automatic indicator of passing or failing work.

In determining a course grade, each marking period counts as two-fifths, and the final assessment grade counts as one-fifth of the final course grade.

A grade for a marking period, final assessment, or a course may have a plus or a minus.

The following is the common, equidistant grading scale that shall be used by all teachers.

Grade	Percentage		
A+	98 – 100%	C+	77 - 79%
A	93 – 97%	C	73 – 76%
A-	90 – 92%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82 %	D-	60 - 62%
		E	0 – 59%

In terms of rounding, teachers shall round up .5 of a percentage point. For example, 87.5% would round up to an 88%, while 87.4% would round down to an 87%.

For the purposes of determining final semester grades all courses will use the following system:

Quarter #1 – 40%
Quarter #2 – 40%
Final Exam – 20%

Consistent with the intent of the current grading system, all quarter and exam grades that fall below 50% will be tabulated with 50% being the minimum percentage for computing a final grade.

Communicating Learning Progress and Reporting Grades

Teachers are encouraged to communicate both early and regularly with students and parents regarding a student's learning progress throughout the course. Such early communication will allow students and parents to respond constructively while there is sufficient time to address problems or concerns. Teachers are encouraged to communicate this information by sending interim reports home by mail, making telephone calls, sending written notes, or exchanging e-mails with parents. Board Policy 2624 requires that teachers provide regular meaningful feedback in their courses and to return a substantial amount of student work so that students and parents may be kept apprised of student progress in the course.

The District uses a web-based learning management system (LMS) to serve as the hub for parent and student communication. Teachers shall use the LMS to record and keep track of grades. Parents and students will have access to the LMS so that they can review student progress. Teachers should input grades and student progress in a regular and timely basis within the LMS so that parents and students are aware of student progress.

Grade Expectations

Students are expected to pass each marking period of a course and the final assessment. In order to maintain the District's high standards, it is expected, at a minimum, that a student achieves passing grades for the two (2) marking periods or one (1) of the two (2) marking periods and the final assessment. However, attaining or not attaining two (2) passing grades for a course does not automatically equate to passing or not passing a course; the teacher's judgments about the adequacy of learning achievement in the course is the determiner of the grade. These expectations are published in student handbooks and clearly communicated to students and parents on a regular basis by teachers.

Discrepancy Explanation

A final grade that is mathematically higher than the computed average range of all the student's individual marking period grades plus the final assessment grade, will be accepted by the school system. A teacher's final grade for a course that is lower than the computed average range will not be accepted unless the teacher has submitted to the principal a Discrepancy Explanation form.

Improvement of a Grade

If a student re-takes a high school course, the new grade, if higher, replaces the previous grade as long as the student has not passed a course higher in sequence since first taking the course. The replacement grade becomes the grade of record for the transcript and is used in computing the student's grade point average. Students who take an online course or course outside of the District for the purpose of grade replacement must obtain approval before registering for the course.

Summer School

A course taken outside the District by a student who expects to transfer the course credit into the District must be pre-approved by a counselor or high school administrator. If a student re-takes the same high school course in a summer school session or in a pre-approved summer school outside the District, the new grade, if higher, replaces the previous grade as long as the student has not passed a course higher in sequence since first taking the course.

Review of a Grade

Determination of a student's grade is the responsibility of the teacher. However, a student or parent may request a review of a grade no later than fifteen (15) school days after receipt of the report card. Exceptions to the fifteen (15) school days rule must be approved by the principal.

A. Step 1 – The first level for resolving a disagreement about a grade is a conference with the teacher and the student and/or parent. The teacher may consult with the principal or other administrator for assistance in resolving a disagreement.

B. Step 2 – If the disagreement is not satisfactorily resolved at Step 1, a request for a further review may be made, in writing, to the principal within fifteen (15) calendar days of the Step 1 meeting. The principal's role is to facilitate the further review of the grade.

If a student and/or parent request a review of a grade after the close of the school year, the principal shall attempt to contact the teacher and follow the procedures described in Step 1 above. If the teacher is not available, the review shall normally be delayed until the opening of school. However, special circumstances may exist which, in the judgment of the principal, make it desirable to conduct a review immediately. For example:

1. The teacher will not be available in the fall at the start of the new school year.
2. The student and/or parent demonstrates a pressing need to conduct the review promptly for purposes of college enrollment or employment.
3. If an agreement about a grade change is reached or if other extenuating circumstances are evident.

In conducting a grade review, the principal may examine the record book and/or student work.

Appeal of a Grade

If the disagreement is not satisfactorily resolved by the end of Review Step 2, an appeal of the grade may be made in writing, to the principal within fifteen (15) days of the step 2 meeting. The matter shall then be referred to a Grade Appeal Panel that is composed of one (1) administrator designated by the Superintendent, one (1) teacher selected by the teacher bargaining unit, and one (1) teacher mutually agreed upon by the administration and the teacher bargaining unit. The teachers on the panel should be selected from the same level as the appealed grade (elementary, middle school, or high school) and should be tenured staff members. No panel member should work in the same school at which the appeal is made and no panel member should have been involved in the appeal at its earlier stages. The panel hearing shall not be open to the public.

The panel shall evaluate the reasons for the proposed grade change by conducting a hearing and then deliberating the matter among panel members. In the process of making its determination, the panel may review such documents and interview such witnesses as, in its discretion, it deems appropriate. The panel may make a recommendation to the teacher about the proposed grade change. However, determination of the student's grade remains the responsibility of the teacher. The student and/or parent making the appeal shall be informed in writing of the outcome of the review as soon as possible after the panel completes its work. The determination of the teacher following the review panel shall be final.

Weighted Grades

Grades and courses, which have the designation of advanced placement in their titles and follow the particular course content specified by the Educational Testing Service, are weighted with multiplier of 1.1 in determining student grade point averages. The weighted grades are awarded only to students in courses designated advanced placement who take the appropriate advanced placement examinations. Weighted grades are reflected on student report cards for each marking period.

Reference: Policy 3.24.

AG 3.25. Graduation Requirements.

A diploma will be issued to a student upon completion of the following requirements:

A. Must be a student at Grosse Pointe North or South High School for at least the senior year.

B. Must earn twenty-one (21) credits including the following required courses:

1. English (four (4) credits) including Freshman English (one (1) credit), American Literature (one (1) credit), and either Power of Language or AP Language and Composition or AP Literature and Composition (one (1) credit)*
2. Mathematics (four (4) credits) including Algebra I, Geometry, Algebra II, and one (1) additional math or math-related credit. One (1) course must be taken in the final year
3. Science (three (3) credits) including biology (one (1) credit), chemistry or physics (one (1) credit) and one (1) additional credit
4. Social Studies (three (3) credits) including Government and Economics (one (1) credit), U.S. History and Geography (one (1) credit), and World History and Geography (one (1) credit)
5. World Language (two (2) credits) earned in the same language series (*i.e.,* Spanish 1 and Spanish 2)
6. Health (one-half (1/2) credit)
7. Physical Education (one (1) credit) – earned in either 9th or 10th grade
8. Visual, Performing, or Applied Arts (one (1) credit)
9. Computer course (one-half (1/2) credit) or a demonstration of competency
10. Online Learning Experience

* A student may fulfill the Power of Language/AP Language and Composition/AP Literature and Composition/AP Literature and Composition one (1) credit requirement with another English credit after a review by the principal, if the English department chair and the counselor have determined that the unique needs of the student would be best served by earning an English credit in a different English course.

Required courses identified above may be satisfied by designated, traditional, honors, college preparatory, essentials or advanced placement versions of these courses, as outlined in the High School Program of Studies.

These requirements are considered to be minimal graduation requirements. Each student should consult with parents, teachers, and counselors in planning a course of study that meets their specific interests, abilities, and career plans.

Following State guidelines, students may substitute approved Career and Technical Education (CTE) credits for certain graduation requirements listed above. Such substitutions shall be approved by the Director of Secondary Instruction or the Deputy Superintendent for Educational Services.

Students whose primary language is not English may require more than four (4) years of study in order to complete all graduation requirements.

Following State guidelines, parents may petition the school for specific Personal Curriculum modifications following the guidelines established by the Michigan Department of Education. Administration shall develop and provide parents documents and information regarding Personal Curriculum options.

The Superintendent has the discretion to deviate from this policy in particular cases.

Standard High School Program

When a seven (7) period schedule is in effect, students are required to enroll in six (6) credits in grades 9 through 12. The Principal may allow a reduced schedule in extraordinary circumstances. All students are encouraged to earn State endorsements in all areas designated by the State.

Maximum Credits Allowed During the School Year

The maximum number of credits a student may typically earn toward graduation in any academic year in grades 9–11 shall not exceed the number that may be earned in full-time attendance. However, with the Principal's advance permission, a student may enroll in an approved accredited school at their own expense and earn additional credit.

Completion of Graduation Requirements Early

Students who complete graduation requirements early and leave school after the first semester of senior year may receive a letter from the Principal certifying graduation. However, the official diploma will not be issued or graduation ceremonies held until June. Students who desire to complete their requirements in less than four (4) years must apply at the end of the first semester of their third year and must receive approval by the Principal.

Test-Out and Test for Credit Provisions

Michigan law provides for "test out" and "test for credit" options as part of the Michigan Merit Curriculum. Students who apply for test out or test for credit must meet district timelines and requirements associated with these assessments.

Testing for credit will only be offered three times per year as follows:

- During the two weeks prior to the start of the school year;
- During the final two weeks of the first semester;
- During the final two weeks of the second semester.

Building administration shall establish specific dates and time for test for credit during the above time periods on an annual basis.

These opportunities apply only to courses that can be used for credit on a high school transcript and be used in the computation of their GPA or they may elect a pass/fail grade. This election must be made within thirty (30) days of the completion of the course.

Rules for Students Transferring into a Grosse Pointe High School

Recognizing that different schools/different countries use different scales for assigning values and credits, every attempt will be made by the high school administration to reconcile grade/course credit equivalents for a student transferring into a Grosse Pointe high school.

The final judgment for determining grade/course credit equivalency rests with District administration. In general, credit is granted equivalent to the credit granted by the sending school with the normal limitation of seven (7) credits earned per year. In determining equivalent credit from a "4 x 4" block scheduled sending school, up to eight (8) credits per year maximum may be transferred.

Summary of Grade/Course Credit Transfer-In Rules

A. All courses, except religious and military science courses, are given equivalent credit.

B. Transcripts of students who have attended school in a foreign country are evaluated by the administration on an individual basis and generally given credit equivalent to that which would have been awarded by the District.

C. Credit earned in other high schools based on pass/fail courses or credit/no credit grading systems are not computed in grade point averages; test-out results are always pass/fail.

D. Upon enrolling in high school, transfer students must meet all high school graduation and course load requirements with the exception of health and physical education for students entering the twelfth grade. Students entering in grade 12 are exempted from health and physical education requirements.

Transfers from Public and Nonpublic Schools

Grade/course credit equivalency for transfer students from both public and nonpublic schools are evaluated by District administrators in the same manner.

General Educational Development Test (G.E.D.)

In keeping with the policies and standards of the North Central Association of Schools and Colleges, the District encourages students who have terminated their formal educational experiences to take and pass the General Educational Development Test. However, the Board does not recognize passing of the G.E.D. test for credit and the Board does not issue diplomas or certificates indicating graduation from high school on the basis of the test.

Other Procedural Requirements:

A. Students transferring from schools that do not grant credit for physical education either will be awarded credit as awarded in the District or will have the requirement waived.

B. The administration will determine the status of students who transfer out of the District and then return later to the District.

C. Summer school credit from other schools will be accepted only with prior permission.

D. Senior students who have spent four (4) years in high school and need extra time to graduate may take fewer than the number of courses normally required for seniors.

Commencement Exercises

The high school principal is responsible for approving all commencement exercises. To participate in the commencement ceremony, a student must have met all graduation requirements.

Participation in commencement exercises is a privilege, not a right. A student does not have to participate in commencement exercises in order to receive a diploma. However, students who do participate in commencement exercises are subject to the standards of dress and decorum set forth by the high school administration.

There will be no identification of a single valedictorian and salutatorian.

Graduation with Honors or Highest Honors

Academic scholars are recognized at commencement and/or at other appropriate ceremonies as members of the Academic Hall of Fame for graduating with a cumulative GPA of 4.0 or higher.

Seniors with a cumulative grade point average of 3.5 and above at the end of the first semester, will receive a diploma with the words "Graduated with Highest Honors" inscribed on the diploma.

Seniors with a cumulative grade point average of 3.0 through 3.49 as of the end of the first semester of their senior year will have the words "Graduated with Honors" inscribed.

A final determination of qualification for an honors diploma will be made at the end of the senior year. Any student who qualifies for an honors diploma on the basis of completion of the senior year may request such a designation after graduation from the high school administration.

Class Rank Reporting

Class ranking is not reported by the District.

Reference: Policy 3.25.

AG 3.27. Education Program Leadership Council.

The Educational Programs Leadership Council (EPLC) will be a standing committee, appointed by the Superintendent. Each of the areas of membership must be represented at all times.

The District's curriculum development will be managed by the Deputy Superintendent for Educational Services. The Deputy Superintendent for Educational Services shall:

1. continually evaluate selected areas of the District's curriculum;
2. establish priority areas for revision;
3. establish working committees in the selected areas;
4. serve as liaison with working committees to determine progress and assist with possible problems;
5. determine how best to implement a newly developed or revised course of study including faculty orientation;
6. develop or advise on in-service programs and seminars needed to strengthen and enrich the District's program;
7. establish procedures for effective evaluation of courses of study.

The Deputy Superintendent for Educational Services may establish curriculum working committees, define their purpose, and select their members. Each committee will serve as long as deemed necessary and may be reactivated as needed.

Upon approval of the Deputy Superintendent for Educational Services, all new or revised programs, courses of study, and/or course guides will be forwarded to the EPLC for its consideration and then to the Board for final approval.

Reference: Policy 3.27.

AG 3.28. Controversial Issues.

The study of controversial issues shall be encouraged as an essential part of the educational program. Presentations of controversial issues, whether by a teacher or by external resource speakers, shall be fair and balanced representations of all views and positions pertaining to the issue. Presentations of controversial issues shall be related to the curriculum.

Controversial subjects may include, but are not limited to, ideas, words, movies, pictures, books, music, religions, poverty, prejudice, politics, theories, and platforms.

Academic freedom shall be guaranteed to students, and no arbitrary limitations shall be placed by teachers upon study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning when pursued in accordance with Board policy, rules and regulations, or in the absence thereof, administrative approval.

Reference: Policy 3.28.

AG 3.29. Religion in the Curriculum.

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching *about* – and not *of* – religion be conducted in a factual, objective, and respectful manner. Therefore, the practice of the District shall be as follows:

A. The District and its employees shall not promote any religious belief or non-belief, and should not disparage any. Students shall not be compelled or coerced to affirm or deny a religious or non-religious belief or to engage in any act either required or forbidden by the student's religion convictions. This shall not prevent teaching *about* religion as set forth in this guideline or teaching the constitutional, civil toleration of all religions and non-religion in our society.

B. Religious literature, music, drama, and the arts may be included in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

C. The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced, thorough study of these areas. Such studies may never foster any particular religious tenets or demean any religious beliefs.

D. Student-initiated expressions in response to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme, shall be addressed in a manner consistent with this policy. Students are free to express religious belief in composition, art forms, music, and speech.

E. The use of religious symbols such as cross, menorah, crescent, Star of David, crèche, symbols of Native American religions, or other symbols that are a part of a religious holiday is permitted in the classroom or other pedagogical setting only as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Such holidays include Christmas, Easter, Passover, Ramadan, Hanukkah, St. Valentine's Day, St. Patrick's Day, Thanksgiving, and Halloween.

Use of Religious Materials

Religious materials may be used in the classroom to study the historical or cultural aspects of religion but such material shall not be used to indoctrinate the practice of a religion.

Dedication and Commencement

No invocation, benediction, or other form of prayer shall be offered during any school celebration or gathering, including commencement.

Reference: Policy 3.29.

AG 3.30. School Assemblies and Resource Speakers.

Prior to scheduling an assembly, the building principal must obtain the Superintendent's concurrence for the event to be held. When scheduling all-school assemblies and/or resource speakers, consideration should be given to the impact on overall instructional time and the impact on curriculum.

The teacher/sponsor and building administrator are expected to exercise judgment and to investigate fully those who are being considered as resource speakers in the District. Invitations to resource speakers are to be approved in writing, in advance, by the principal.

The teacher/sponsor and building administrator should encourage the use of resource persons representing various points of view in order to help students gain a more comprehensive understanding of any topic.

The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or extracurricular activity in which the participating students are involved.

Each resource speaker shall agree to abide by these regulations:

A. Profanity, vulgarity, and lewd comments are prohibited.

B. Any language that calls for a student strike, may incite a riot, or may otherwise influence students to behave in an unlawful manner is prohibited. Smoking is not permitted while speaking or consulting with students.

C. The teacher/sponsor or building administrator is responsible for inviting the resource speaker and has the right and duty to interrupt or suspend any proceedings if the resource speaker, by their conduct, is judged to have disregarded the agreement to abide by these regulations.

D. Advance permission from the speaker must be obtained if the presentation is to be taped for possible future use.

E. The teacher/sponsor or building administrator is encouraged to secure evaluations of each speaker's presentation and maintain a file of resource persons with recommendations for their future use.

Reference: Policy 3.30.

AG 3.31. Fee-Based Programming.

Annually, administration shall develop and publish for the community the following for all fee-based programs:

A. A fee structure including tuition as well as any enrollment fees.

B. An anticipated classroom structure that reflects the anticipated ages and placement of classrooms for the following year.

Enrollment Process for the Tuition-Based PreK Program:

Each year administration shall establish an enrollment process that is transparent to the community and consistent with the following:

A. During December administration shall announce via the District website and other appropriate communication methods that the District will be accepting applications for the program. Included in this communication will be a specific lottery process that will be followed in the event that there is more interest in a particular classroom than slots exist.

B. Students currently enrolled in the program will be given preference over current non-students when placing students in rooms for the next year in the program. Students enrolled in a program at one (1) building will have preference for tuition-based programs housed within that building.

C. Siblings of current students within the program will be provided preference over students that do not currently have siblings in the program when placing students in rooms for the next year. Students with siblings enrolled in a program at one building will have preference for tuition-based programs housed within that building.

D. Sibling preference will only be considered for families that currently have students enrolled for the next year in the program. Having a student who is "aging out" or has previously left the program will not make a family eligible for sibling preference.

E. If, after placing current students and siblings of current students, demand for a program/classroom is greater than availability a lottery will be conducted. Each eligible family will have an equal opportunity for placement in the program. The lottery will be facilitated by an impartial, non-GPPSS employee such as a local clergy member or public official. The lottery shall be conducted in a public forum where interested parties can observe the results. The lottery shall be used for both placements of students as well as the development of a waiting list.

F. As openings come available, administration shall contact families for slots based on their placement on the waiting list. A family that declines a slot in a program shall be removed from the waiting list.

Reference: Policy 3.31.

AG 3.32. On-Line Learning.

The District shall provide eligible students the option of participating in online learning. "Online Learning" means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.

A. Program Eligibility:
The District shall offer a program for students in grades 6-12 as appropriate.

B. Student Eligibility:

1. Students eligible for the District online learning program must meet at least one of the following conditions:

q. The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.

r. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.

2. Only students enrolled in grades 6 to 12 are eligible to enroll in an online learning course.

C. Course Availability and Access:

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be granted upon request to eligible students during or after the school day and during summer school enrollment. The District will provide at least one of the following:

s. Online Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.

t. Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.

u. Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.

2. An eligible student may enroll for up to two (2) online courses during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18).

3. If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.

4. In order for an online course to be counted for credit the following shall occur:

v. The student shall meet with their counselor to assist with determining the appropriateness of the course

w. The course syllabus shall be submitted to the department chair for review.

x. The department chair has the authority along with the principal to determine if the course is appropriate for credit attainment in GPPSS.

5. The District may deny a student enrollment in an online course if any of the following apply, as determined by the District:

y. The student has previously gained the credits provided from the completion of the online course.

z. The online course is not capable of generating academic credit.

aa. The online course is inconsistent with the remaining graduation requirements or career interests of the student.

bb. The student does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject.

cc. The online course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.

dd. If a student is denied enrollment in an online course by the District, the student may appeal the denial by submitting a letter to the Director of Secondary Instruction. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The Director of Secondary Instruction shall respond to the appeal within five (5) days after it is received. If the Director of Secondary Instruction determines that the denial of enrollment does not meet one (1) or more of the reasons specified above, the District shall allow the student to enroll in the online course.

1. An online learning student shall have the same rights and access to technology in their District's school facilities as all other students enrolled in that District.
2. If a student successfully completes an online course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the online course title as it appears in the online course syllabus.
3. The enrollment of a student in one (1) or more online courses shall not result in a student being counted as more than 1.0 full-time equivalent student under this act.

Reference: Policy 3.32.

AG 3.34. Homeschooling.

Students who are not in attendance at a District school by reason of home education will be deemed to have withdrawn from enrollment in District schools during the period of home education.

A home-schooled student is eligible to attend a District school on a part-time basis in non-core-curriculum courses such as band, physical education, art, and vocational education and may be eligible for auxiliary services. Core and non-core courses are as defined in State statute.

Specifically, the following provisions apply to home-schooled students:

1. Participation in athletic events will be governed by the rules and guidelines of the Michigan High School Athletic Association (MHSAA);
2. Students enrolled in at least one non-core class may participate in extracurricular and co-curricular activities related to that class; and
3. Students who are homeschooled may not participate in extracurricular or co-curricular activities unrelated to the course in which they are enrolled.

A home-schooled student will be permitted to take the Michigan Student Test of Educational Progress (M-STEP), the Michigan Merit Exam, National Assessment of Educational Progress and any other achievement/ability tests normally given at each grade by the District. This is to be done cost-free but must be done during the regular testing cycle. It is the parent's responsibility to make the appropriate arrangements with the school principal. The District will not pay for any standardized testing of students not enrolled in the school district.

Assessment

The District strongly recommends that the parents of a home-schooled student maintain a record of the educational program, including assessment of their child's academic progress. These records will be useful to the District should the parents decide to enroll their child in the District. Such an assessment could include, among other things, resources and books used in the course; courses of study completed; a portfolio of work done; and standardized test scores demonstrating the student's ability.

Admission of Students from Home Schools

This guideline applies not only to admission of students from a home school, but also to admission of students from a non-registered religious school or a foreign school.

General Procedures

A. The parent is to submit to the principal written notification of the intent to enter the school not less than 10 days prior to the expected date of enrollment.

B. The principal shall conduct a thorough placement study including an assessment of current learning levels for each course of study. The placement should include a review of information provided by the parent such as student achievement data, standardized test scores, topics studied, resources used, samples of student work and accomplishments, and other relevant data.

C. A final meeting with the parent and student shall be held to review the District's assessment results and discuss placement.

D. If advance notice of intent to enroll is not provided, a temporary placement decision may be made by the principal while the placement review is conducted.

E. A parent may request, during the placement process, that their child participate in special education programming. If such a request is made, the District's special education identification and evaluation procedure shall be followed.

F. If the District's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and whose standardized test scores indicate qualification for gifted education, the student may be referred to the Gifted Coordinator for placement.

Students Entering Grades Nine Through Twelve

Placement into each subject shall be made based on one or more of the following:

A. The results of review of the student's most recent annual academic assessment report which shall include one of the following:

1. The results of a nationally normed, standardized achievement test in the subject area; or

2. A portfolio of the student's work that demonstrates he or she has developed the knowledge and skills at the previous grade level to the one the student should be placed in based or his or her age.

B. A review of previous regular education program records, if any, to check last grade placement.

C. Results on the Michigan Merit Examination High School tests, or a normed, criterion-referenced test in the subject area, if applicable to grade placement; or

D. Assessment of the student by a qualified teacher in the subject area.

Procedures for Receiving Credit/Grades for Work Prior to Enrollment

A. To receive credit in language arts, social studies, mathematics and/or science, the student must receive a passing grade in the District test-out examination in the subject, plus satisfactory completion of any academic projects students must complete to demonstrate competence in the subject area. The student will have only one opportunity to take the appropriate tests, and must complete the test(s) and any projects within 30 days after enrollment.

B. To receive credit in courses other than language arts, social studies, mathematics and/or science, the student must demonstrate proficiency as determined by the building administrator and the teacher or department chairperson through a test-out procedure.

A student may receive a maximum number of 7 credits for each year of academic study.

Re-Enrollment in School

If a parent wishes to re-enroll the child in a District school, the District's normal enrollment requirements must be met.

In grades 9-12, the parent will be asked to provide an academic assessment record for each class taken at home, to assist the school in making the proper placement.

District graduation credits and placement will be determined by school personnel's assessment of the student's achievement level. The student's grade of "pass" or "fail" will be based on the school's assessment of the student's knowledge of the subject matter, as will the student's placement in the school. If a student transfers in from any other type of nonpublic school, transcripts are to denote the courses taken at that school.

Graduation requirements will be determined by AG 3.25.

Reference: Policy 3.34.

AG 3.35. Homework.

The District has a commitment to excellence in instructional programs while taking into consideration the developmental stages of children. Homework is a continuation of a learning process developed in the classroom and carried on by the child in the home environment. Its effectiveness depends upon careful planning by the teacher as well as supportive parental involvement.

Guidelines for Teachers

A. Communicate clear goals for each assignment to students and parents.

B. Assign homework that has a meaningful connection to the curriculum.

C. Coordinate test days whenever possible.

D. Differentiate assignments by giving comparable amounts of homework at an appropriate level of challenge for all students.

E. Encourage or assist students to find a study buddy/partner/group.

F. Return graded homework in a timely manner to assist student with their studies.

G. Encourage students to use organizers and keep track of assignments.

H. Communicate expectations to parents early in the year at Back to School Nights and through team newsletters.

I. Encourage parents to contact teachers with homework-related questions and concerns.

J. Coordinate major projects with the use of a Master Project Calendar including events for graded courses such as band concerts, etc.

K. Avoid mandatory assignments over long vacation breaks (*i.e.*, winter, mid-winter, and spring breaks).

L. Consider the following guidelines suggested by research when assigning total daily homework:

1. Grades K – 2: ten (10) to twenty (20) minutes
2. Grades 3 – 6: thirty (30) to sixty (60) minutes
3. Grades 7 – 12: up to two (2) hours; however, student selection of courses implies some expected differences in workload, such as the AP and honors classes.

Guidelines for Administrators

A. Communicate the District and school homework guidelines to parents and teachers.

B. Monitor the implementation of the guidelines.

C. Encourage communication among teachers within a grade level/discipline and across the District.

Reference: Policy 3.35.

AG 3.37. Interscholastic Athletics.

Participation in interscholastic athletics is a privilege, not a right. Athletic team members are subject at all times to the provisions of the Extracurricular Code of Conduct which is Appendix B to these Guidelines. Conduct at all times, both on and off the athletic field, will be of the highest standards.

The building principal shall assign responsibility for interscholastic athletics within each building to an athletic director. Coaches shall be chosen by the athletic director, with the approval of the principal. Coaches are evaluated annually for each sport coached based not only upon games won and lost, but also upon their positive effect upon the development of the character of the athletes and their attitude towards the school, the team, and all teammates.

The District is a member of the Michigan High School Athletic Association (MHSAA), and will participate in such approved inter-school athletics activities sponsored by said association as selected by the athletic directors for each school. As directed by Board Policy 3.37, the District has adopted the eligibility standards established in the Constitution of the MHSAA.

Membership of the schools in the District in interscholastic athletic conferences or leagues shall be subject to Board of Education approval upon recommendation of the Superintendent.

Budgets for athletics shall be a part of the budgeting process and shall be approved by the Superintendent and Board.

No student may participate on any athletic team until they have been examined and approved by a medical doctor for competition, and until written consent to participate in the specific sport has been obtained from the parent/guardian. Parent consent will not be necessary for students who have reached their eighteenth birthday. Students shall also comply with any District requirements regarding insurance. A student who has been restricted from participating by a physician due to an illness, injury, or medical condition shall not participate in an athletic practice or contest without written permission from the physician to return.

Reference: Policy 3.37.

AG 3.38. Use of Artificial Intelligence

As set forth in Board Policy, the use of artificial intelligence (AI) in the educational environment is increasing as technologies develop. The use of AI and AI tools present an opportunity for enhanced learning and support for the school community. However, AI and AI tools must be used appropriately and must not compromise our students' ability to learn, think critically, and apply their learning. Moreover, the use of AI for instructional and administrative purposes may offer educators additional support, but such tools must not supplant or replace our staff. In addition to Board Policy, this administrative guideline provides additional guardrails for the use of AI within the District. Such guidelines as set forth herein include the District's guiding principles in the use of AI; the methods by which the District will select AI tools for use; the evaluation of District-Approved AI Tools; professional development for educators on the use of District-Approved AI Tools; and student and family communications regarding the implementation and use of AI in the District's educational program.

Guiding Principles

The District will ensure:

1. Education remains human-centered, allowing teachers to maintain control over the learning process and allowing students to benefit from instruction and achieve their educational goals;
2. Ethical, responsible, and appropriate use of AI by District students and staff, including adherence to the District's policies and procedures, codes of conduct, acceptable use policies, and applicable state and federal law;
3. Ongoing review of any District-Approved AI Tools is conducted, including a review of the benefits or risks to the school community and any technological updates;
4. Guidance and professional development are offered to the school community to ensure that all stakeholders feel supported in the appropriate and effective use of AI.

District-Approved AI Tool Selection

The District shall require all vendors of AI tools and resources to meet District standards for transparency, equity, and ethical decision-making. AI tools and resources shall only be adopted on a District-wide basis if there is data supporting a tool's appropriateness and efficacy with potential users and, for instruction-focused AI, its alignment with high-quality teaching and learning standards and practices. If research is unavailable, AI tools shall be adopted on a pilot or trial basis if the evidence is being collected and analyzed in a timely manner, with an understanding in place to cease the use of the technology if the results of the research do not show the intended benefits. Using AI tools on a pilot or trial basis may be designed in a manner where only select educators and students are to use AI tools before launching to the larger school community. AI tools and resources that are made in collaboration with educators should be prioritized.

Evaluation of AI Tools

The District shall review and evaluate AI tools on a regular basis as deemed appropriate and necessary to ensure the tools provide intended benefits to the school community. Rubrics and frameworks used shall offer a comprehensive evaluation of AI tools for educational use including, but not limited to, ease of use; accessibility; age appropriateness; content accuracy; bias and fairness; curriculum alignment; privacy and data usage; legal compliance; cost; and other criteria. Evaluation of AI tools should include a review of any risks presented, including overreliance on the tools; issues of plagiarism, bullying/cyberbullying, or other violations of the code of conduct; misinformation; and compromised security and privacy. Educators are encouraged to report any concerns about the use of AI tools at any time.

Professional Development

The District shall provide professional development on the use of District-Approved AI Tools as deemed appropriate and necessary to ensure staff are familiar and comfortable with the use of those AI tools, as well as the District's policies and expectations surrounding student and teacher use of District-Approved AI Tools for educational purposes. Professional development should provide staff confidence in using AI tools while setting appropriate boundaries.

Professional development shall include how to use AI appropriately for all learners, including students with disabilities and multilingual learners.

Student Training on AI Tools

The District shall provide age-appropriate instruction and guidance to students regarding the safe, ethical, and effective use of AI tools in support of teaching and learning. Training shall be incorporated into digital citizenship, technology, library/media, and classroom instruction as appropriate to grade level and curriculum. Student training on AI use may include, but is not limited to:

1. Understanding what AI is, how AI tools work, and their appropriate educational uses to support and expand traditional learning models.
2. Understanding with AI tools are and are not District-Approved AI Tools.
3. Responsible and ethical use of AI tools.
4. Academic integrity expectations, including plagiarism, attribution, originality of student work, and disclosure of AI-assisted work when required.
5. Critical evaluation of AI-generated content for accuracy, bias, misinformation, appropriateness, and reliability.
6. Safe and appropriate handling of personal, confidential, and sensitive information when using AI systems.
7. Awareness of potential risks associated with AI tools, including bias, privacy concerns, hallucinations/inaccurate outputs, and overreliance on automated systems.
8. Digital citizenship expectations, including respectful and lawful online behavior.
9. Appropriate use of District-Approved AI Tools and compliance with applicable laws, board policies, and technology procedures.
10. Instruction on when AI use is permitted, restricted, or prohibited within classroom assignments and assessments.

The Superintendent or designee may develop additional procedures, resources, and staff guidance to support implementation of student AI literacy and responsible-use instruction. School administrators and instructional staff shall reinforce expectations for proper AI use and may provide ongoing training as AI technologies evolve.

Student and Family Communications

The District shall ensure its students and their families are informed about the implementation and use of AI tools in the District's educational programs. Building administrators are responsible for ensuring effective and clear communication is provided to students and their families. Such communications shall include information about student privacy and security; academic integrity and expectations regarding the code of conduct; continuous evaluation of AI tools; and other matters deemed relevant and necessary depending on the building's individual needs and culture.

Policy and Administrative Guideline Review

The District's AI policy and administrative guideline shall be reviewed annually to address technological advancements, legal updates, and evolving best practices. The District reserves the right to update this guideline as necessary and to issue any additional guidance to the school community as deemed appropriate.

Reference: Policy 3.38.

AG ARTICLE IV: STUDENTS.

AG 4.01. Enrollment: Eligible Students.

Residency

The Board has directed that, except as provided below, enrollment in the District shall be limited to students who are residents of the District, or who are otherwise entitled by State or Federal law to attend school in the District. Students in the following categories are eligible to attend school in the District:

A. A student who lives with one or both parents or a legal guardian in a home they own or rent in the District. A parent or legal guardian lives in a home if it is the person's primary legal domicile. To be a resident of the District, a person must actually live in a home in the District; merely owning or renting a home in the District is not sufficient to establish residency.

B. A student who does not live in the District, but whose parent or legal guardian lives within the District. See paragraph 1, above, for definition of when a person resides in the District.

C. A student who lives with a parent or legal guardian who lives with another person in the District. In other words, the parent or legal guardian does not own or rent their residence, but lives with another, and the student lives with them.

D. A student whose parent or legal guardian, residing outside the District, is unable to provide a home for the student, and who places the student in the home of a relative of the student within the District for the purpose of securing a suitable home for the child and not for an educational purpose.

E. A student who is placed in a licensed home in the District.

F. A student who is homeless. A person is homeless if they lack a fixed, regular and adequate nighttime residence, or has as a primary nighttime residence a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designed for or ordinarily used as a regular sleeping accommodation for humans.

G. A student who is in Foster Care. If a child who is under probate jurisdiction and/or is under the care and responsibility of a child welfare agency is placed in foster care, the child will be permitted to enroll in and attend the appropriate grade in the school selected by the department of human services or a child placing agency without regard to whether or not the child is residing in the district.

H. A nonresident student attending special education programs hosted by the District under Public Act 18.

I. Non-resident students who meet the requirements of the section of this policy entitled "Non-Resident Students Permitted to Enroll."

If a student attends school in the District on the basis of a parent who resides in the District, and that parent leaves the District as a result of being called to active duty in the armed forces of the United States, the student will continue to be regarded as eligible to attend school in the District through the time that the parent is released from active duty in the armed forces.

For purposes of eligibility to attend school, a "legal guardian" is a person appointed by a Probate Court to be a full legal guardian of a student under MCL §700.5204. A person appointed a limited guardian under MCL §700.5205 is not a "legal guardian" for purposes of this regulation.

Upon receipt by the District of information that a child seeking to enroll in the District is or may be homeless or in foster care, the matter shall promptly be referred to the Homeless Education Liaison, who shall ensure that the child and the child's family or caregiver, as applicable, are provided the protections, including privacy protection, required under the McKinney-Vento Act, and shall thereafter proceed to determine whether the child is in fact homeless or in foster care. If the child is determined not to be homeless or in foster care, their eligibility for enrollment shall be determined under Policy 5111 and the accompanying administrative guideline.

Proof of Eligibility

At all times, the governing principle is eligibility to attend school in the District, as established by State law, and not merely whether the specific items of proof called for in this Policy have been provided. The District reserves the right to deny enrollment to a student even if the proofs below have been provided, if the evidence shows that the student is not in fact eligible to attend school in the District.

At registration, the parent or legal guardian registering the student will be expected to sign an affidavit of residency and to furnish the following documentation to prove the student's eligibility to attend school in the District:

A. Category 1: Student lives with one or both parents or legal guardian who own/rent in the District Standard Proof of Residency:

1. A driver's license or state identification card showing parent or guardian's name and address within the District. And

2. The appropriate documentation as follows:

ee. For a homeowner: A warranty deed or quitclaim deed to the property, a closing statement (dated within two (2) months of the date of enrollment), a current property tax bill, or mortgage payment book or statement relating to the property address within the District.

ff. For a renter: a signed current lease, a landlord affidavit using the district form; or some other proof of the tenancy acceptable to the District. Note: ownership or lease of property must be for the purpose of a primary residence. Merely owning or leasing a residence within the boundaries of the District does not constitute residency in the District.

gg. Legal guardians must also provide a copy of current Probate Court Letters of Guardianship.

3. Any two (2) of the following (showing name of parent/guardian and address within District):

hh. gas/electric bill;

ii. telephone or cellular phone bill;

jj. cable or satellite TV bill;

kk. renter's or homeowner's insurance policy;

ll. bank or credit card statement;

mm. current automobile registration or a current automobile insurance policy or statement.

B. Category 2: Parent or legal guardian of the student lives within District boundaries:

Standard Proof of Residency (see Category 1) for the parent or guardian who lives within the District.

C. Category 3: Student and parent(s) live with someone else ("host") within the District: All of the following:

1. parent's driver's license, state identification card, or voter registration card showing address within District;
2. verified statement of parent (on District form);
3. verified statement of host (on District form);
4. two (2) current monthly recurring bills (such as credit card, bank statement, cell phone, etc.) addressed to the parent at the host's address.
5. Standard Proof of Residency (see Category 1) for host.

D. Category 4: Student placed by parent(s) with a relative residing within the District ("host") for the purpose of providing a suitable home and not for an educational purpose: All of the following:

1. verified statement of parent (on District form);
2. verified statement of host (on District form);
3. student's driver's license (showing address within District) (if student is sixteen (16) years or older).

Standard Proof of Residency (see Category 1) for host.

E. Category 5: Student who is placed in a licensed facility
District Court or other record(s) placing student(s) at such facility.

F. Category 6: Homeless student
Proof establishing homelessness, as defined by law, to the satisfaction of the District.

G. Category 7: Student who is in foster care.
Proof from the Probate Court or other child welfare agency establishing foster care status to the satisfaction of the District.

H. Category 8: Certain special education students under Public Act 18:
Current Individual Education Plan ("IEP") documents as prepared by the student's home school district.

I. Category 9: Non-Resident Students Permitted to Enroll:
Non-resident students seeking to enroll under this policy shall provide the documentation necessary to demonstrate their eligibility.

Reference: Policy 4.01.

AG 4.02. Non-Resident Students.

Foreign Exchange Students

Each high school may accept a limited number of students from other nations who come to the District from any foreign exchange program on the most current approved list of the National Association of Secondary School Principal's Curriculum Standards for Educational Travel, American Institute for Foreign Study, and the local Rotary Club Exchange Program, at the discretion of the principal.

Foreign exchange students sponsored by groups other than those identified above may be accepted with the Superintendent's written approval.

Children of Staff Members

Pursuant to MCL §388.1606(6)(j), a child of an employee of the District will be permitted to attend school in the District on a tuition-free basis, under the following conditions:

1. This provision permits the enrollment of a child of a District employee who is a non-resident of the District and is currently employed on a half-time (.5) or greater basis. The term "child" includes step-children, adopted children and wards.

2. Enrollment under this provision must occur prior to the fall student count date (except that a child of an employee hired by the District after the fall student count date may enroll within fourteen (14) days of the commencement of the parent's employment).

3. If the parent's employment with the District terminates or if the parent's employment falls below the half-time threshold during the school year but after the fall student count date, the employee's child will be permitted to complete the school year. If the parent's employment terminates or falls below the half-time threshold prior to the fall student count date, the child's enrollment will terminate at the same time.

4. Enrollment of a child of an employee will be denied on the basis that the child has been suspended for more than 5 school days or expelled by a previous school or district; has failed to maintain a grade point average of at least 2.0 in a previous school or district, or, if coming from a school where grade point averages are not available, has failed to perform acceptably academically; or whose attendance at a previous school or district does not meet the attendance standards or requirements of this District.

5. A child of an employee will be assigned to a particular school by the District in its discretion. Placement decisions will be made using staffing levels as the primary consideration. When determining the availability of staffing capacity in a building, administration shall use the currently operative Board of Education direction regarding staffing levels while being careful to provide staffing capacity for future enrollees that live in the schools' attendance area. Upon enrollment at a school in the District, the child will be permitted to remain at that school for subsequent school years unless it is necessary to make adjustments due to such factors as District staffing, student groupings, discipline infractions, or other contingencies. A change in placement will not take place during a school year.

6. Upon completing the highest grade level at the school in which the child is initially placed, the child will be assigned to a school at the next level by the District using the same process and considerations as for the initial placement. If no school is deemed at the time to have sufficient capacity for in-District transfers, the District shall assign the child to the school with the lowest anticipated class size.

7. A child will not be permitted to enroll in the District under this provision if their enrollment would require the District to incur additional staffing costs.

Reference: Policy 4.02.

AG 4.04. Assignment to School.

Students normally attend the school in whose attendance area they reside. A student's residency in an attendance area is determined by the residency of one of the student's parents/guardians or host family, not by simple ownership of property.

A student who currently attends one GPPSS school and moves to a different attendance area in GPPSS during a school year shall be permitted to complete the school year in the school building in which they began the school year. Upon conclusion of the school year, if the student has two or fewer years remaining to complete in that school, they will be permitted to remain at that school until completion. If the student has more than two years remaining in that school, they shall attend the school that corresponds with the location of the new residence.

Initial Elementary Assignment

If a family establishes residency and completes initial enrollment by May 1 of the preceding school year, its student(s) shall be assigned to the elementary school for the attendance area within which the family resides (the "home school"). This guarantees that the students of a family that completes enrollment by May 1 will attend their home school.

For initial enrollments that occur after May 1, the District will first attempt to place the student in their home school. However, if the grade level at the home school is unavailable because it has reached its maximum class size (as identified by the Board of Education via its annual Budget Parameters), the student shall be placed in a different elementary school, using the following process:

A. Using the current class size targets adopted by the Board, on May 1 of each year administration shall identify each grade within each elementary school as "open" or "closed."

B. If the elementary school for the attendance area within which the family resides is closed at the requested grade level, the student shall be placed on a waiting list for that school/grade. By August 15, administration shall review the waiting lists and if space has opened at the school/grade, administration shall offer open positions to students on the waiting list using the following priority list:

1. A student who already has a sibling enrolled at the school shall be given preference. If there are more students with siblings on the waiting list than slots are available, administration shall place students based on the date they completed enrollment on a "first come, first served" basis.

2. If slots exist after students with siblings are placed, administration shall fill the remaining slots from the waiting list based on the date students completed enrollment on a "first come, first served" basis.

C. If a student is not placed under subparagraph (b) above, the student shall be assigned to an open school/grade within the following groupings:

1. North End Grouping: Ferry, Mason, Monteith.

2. South End Grouping: Defer, Maire, Richard, Kerby.

The District shall ensure that a section is available for students at each grade level within each of the groupings above. During the placement process, parent input regarding placement of their student(s) shall be considered. Administration shall permit parents to choose their student(s) school within the groupings, if available. In the event a family wishes to attend a school other than the one assigned via this process, administration shall provide the family a list of each "open" school at the desired grade level, from which parents may choose which school their student(s) will attend.

The following examples illustrate the above process:

A. On May 3, the Smith family enrolls a third grader for the upcoming school year with a home school of Defer. As of May 1, Defer has 27 students enrolled in each section of third grade for the upcoming year. The current Board-approved class size maximum at third grade is 27 students, and thus Defer's third grade is "closed." This student would not be assigned to Defer's third grade. If no open slots were identified by August 15, the student would be assigned to a third grade classroom at Maire, Richard or Kerby.

B. The Jones family enrolls a second grader on April 15 with a home school of Mason. This student would be assigned to Mason regardless of the anticipated class size since the family enrolled before May 1.

C. On May 3, the Thompson family enrolls a kindergarten student with a home school of Richard. As of May 1, Richard has 24 students enrolled in each section of kindergarten. The current Board maximum class size at kindergarten is 24 students, and thus Richard's kindergarten is "closed." This student would not be assigned to Richard kindergarten. If no open slots were identified by August 15, this student would be assigned to a kindergarten classroom at either Defer, Maire or Kerby. If no slots existed at either Defer, Maire or Kerby, the District would add a kindergarten section at Kerby, Defer, Maire or Richard.

Subsequent Elementary Assignment

If as a result of the above process a student has been required to attend a school other than their home school, by March 1 of the following year (i.e., the first year in the assigned school), the District shall contact the family and offer them a choice for the next year of attending in the child's home school, or of remaining at the school the student is currently attending. If the family makes its choice by April 1, the student will be placed in the school so chosen. If the family does not make its choice by April 1, the District may assign the student to either such school, depending upon projected enrollment and a consideration of all relevant circumstances.

AG 4.04.1. Transfers Within the District.

Transfers may be granted at each level on a case-by-case basis.

On case-by-case occasions, and depending on class size and enrollment numbers, a transfer to another school may be permitted to allow a student to attend a school other than in their attendance area. Student safety and/or the student's educational needs will be the only bases that a transfer will be considered. The following will not serve as the only consideration or basis for a school transfer:

- Legacy of the family
- Presence of a sibling or other family member at a specific school
- Proximity to a school
- A specific educational program that is only offered at one school
- Creation or maintenance of student friendships
- Any other reason that is not based on student safety and/or the student's educational needs

A parent or guardian who wishes to enroll a child as a student in a school outside of the attendance area in which the student would otherwise attend shall pursue the following process:

Step 1

The family will meet with the principal of the school from which the transfer is sought. At this meeting, the family shall explain their reason for seeking a transfer.

Step 2

The family will meet with the principal of the proposed new school to determine what steps can specifically be taken at this new school that would better ensure the safety and/or better meet the educational needs of the student.

Step 3

The Superintendent shall appoint a School Transfer Request Committee to review any transfer requests. The committee shall be composed of both central office and building level administrators. The final decision regarding a transfer rests with this committee. The committee shall provide the family an opportunity to present information to support its request, although a hearing is not required. In making a final decision, the School Transfer Request Committee shall consider both the safety and the educational needs of the student, as well as any input from the two schools involved following the Step 1 and 2 meetings. If the Transfer Committee concludes that the student's safety will be better ensured or educational needs of the student will be better met by the requested transfer, the Committee shall then consider the staffing levels at the receiving school building, using the currently operable Board of Education direction regarding staffing levels while being careful to provide staffing capacity for future enrollees that live in the schools' attendance area.

Typically, transfers will only be considered for future school years and not mid-year. Typically, a transfer request that has been denied will not be considered until the next school year.

Upon approval of an application for transfer, the student will be permitted to remain at the newly approved school for subsequent school years, with yearly review, without reapplication unless it is necessary to make adjustments due to such factors as District staffing, student groupings, discipline infractions, or other contingencies. The District reserves the right to rescind any previously approved transfer at any time.

Transportation to and from the new school will be the responsibility of the parent or guardian.

Reference: Policy 4.04.

AG 4.06. Student Code of Conduct.

In accordance with Board Policy, 4.6, the Superintendent has developed and implemented a Student Code of Conduct. The Student Code of Conduct has been published to students and their parents and on the District's website, and is attached to these Guidelines as Appendix A.

Reference: Policy 4.06.

AG 4.08. Due Process.

See Student Code of Conduct, Appendix A to these Administrative Guidelines.

Reference: Policy 4.08.

AG 4.09. Considerations Prior to Imposition of Discipline.

See Student Code of Conduct, Appendix A to these Administrative Guidelines.

Reference: Policy 4.09.

AG 4.12. Student Discrimination and Harassment.

See AG 5.02 for the procedure following complaints by students or others of illegal discrimination, non-sexual harassment or sexual harassment.

Reference: Policy 4.12.

AG 4.14. Use of Seclusion and Restraint.

Pursuant to Public Act 395 of 2016, MCL §380.1307a et seq., and Board of Education Policy Article 4.14, the following administrative guidelines are issued to implement the requirements regarding the use of seclusion and physical restraint in the District.

I. Definitions

A. "Chemical restraint" means the administration of medication for the purpose of restraint.

B. "De-escalation techniques" means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

C. "Documentation" means documentation developed by the department that is uniform across the state.

D. "Emergency physical restraint" means a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others. Emergency physical restraint does not include physical restraint that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support. Emergency physical restraint does not include a practice prohibited under MCL §380.1307b. Emergency physical restraint does not include physical restraint when contraindicated based on a pupil's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

E. "Emergency seclusion" means a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others. To qualify as emergency seclusion, there must be continuous observation by school personnel of the pupil in seclusion, and the room or area used for confinement must comply with state and local fire and building codes; must not be locked; must not prevent the pupil from exiting the area if school personnel become incapacitated or leave that area; and must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the pupil and others, in accordance with department guidelines. Emergency seclusion does not include the confinement of preschool children or of pupils who are severely self-injurious or suicidal; seclusion that is used for the convenience of school personnel, as a substitute for an educational program, as a form of discipline or punishment, as a substitute for less restrictive alternatives, as a substitute for adequate staffing, or as a substitute for school personnel training in positive behavioral intervention and support; or a practice prohibited under MCL §380.1307b. Emergency seclusion does not include seclusion when contraindicated based on a pupil's disability, health care needs, or medical or psychiatric condition, as documented in a record or records made available to the school.

F. "Emergency situation" means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

G. "Functional behavioral assessment" means an evidence- and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

H. "Key identified personnel" means those individuals who have received the mandatory training described in MCL §380.1307g(b)(i) to (xvi).

I. "Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

J. "Physical restraint" means restraint involving direct physical contact.

K. "Positive behavioral intervention and support" means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on pupil need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all pupils.

L. "Positive behavioral intervention and support plan" means a pupil-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the pupil, guidance or instruction for the pupil to use new skills as a replacement for problem behaviors, some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

M. "Prone restraint" means the restraint of an individual facedown.

N. "Regularly and continuously work under contract" means that term as defined in MCL §380.1230.

O. "Restraint" means an action that prevents or significantly restricts a pupil's movement. Restraint does not include the brief holding of a pupil in order to calm or comfort, the minimum contact necessary to physically escort a pupil from one (1) area to another, the minimum contact necessary to assist a pupil in completing a task or response if the pupil does not resist or resistance is minimal in intensity or duration, or the holding of a pupil for a brief time in order to prevent an impulsive behavior that threatens the pupil's immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as recommended, or safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in MCL §380.1310, or to take a weapon from a pupil. Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

P. "Restraint that negatively impacts breathing" means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.

Q. "School personnel" includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school.

R. "Seclusion" means the confinement of a pupil in a room or other space from which the pupil is physically prevented from leaving. Seclusion does not include the general confinement of pupils if that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire prevention code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of pupils.

II. Prohibited Practices

The following practices are prohibited for school personnel in the District's public schools under all circumstances, including emergency situations.

A. Corporal punishment, as defined in MCL §380.1312.

B. The deprivation of basic needs.

C. Child abuse.

D. Seclusion, other than emergency seclusion.

E. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil.

F. Mechanical restraint.

G. Chemical restraint.

H. Any restraint that negatively impacts breathing.

I. Prone restraint.

J. Physical restraint, other than emergency physical restraint.

K. Any other type of restraint.

III. Use of Emergency Seclusion and Emergency Physical Restraint

The following are requirements for using emergency seclusion and emergency physical restraint:

A. Emergency seclusion and emergency physical restraint may be used only under emergency situations and only if essential to providing for the safety of the pupil or safety of another.

B. Emergency seclusion and emergency physical restraint may not be used in place of appropriate less restrictive interventions.

C. Emergency seclusion and emergency physical restraint shall be performed in a manner that, based on research and evidence, is safe, appropriate, and proportionate to and sensitive to the pupil's severity of behavior, chronological and developmental age, physical size, gender, physical condition, medical condition, psychiatric condition, and personal history, including any history of physical or sexual abuse or other trauma.

D. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.

E. The District must ensure that substitute teachers are informed of and understand the procedures regarding use of emergency seclusion and emergency physical restraint. This requirement may be satisfied using online training and an online acknowledgment of understanding developed or approved by the department and completed by the substitute teacher.

F. Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of their behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than fifteen (15) minutes for an elementary school pupil or twenty (20) minutes for a middle school or high school pupil. If an emergency seclusion lasts longer than fifteen (15) minutes for an elementary school pupil or twenty (20) minutes for a middle school or high school pupil, all of the following are required:

1. Additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel.

2. Documentation to explain the extension beyond the time limit.

G. Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of their behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended and generally no longer than ten (10) minutes. If an emergency physical restraint lasts longer than ten (10) minutes, all of the following are required:

1. Additional support, which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel.

2. Documentation to explain the extension beyond the time limit.

H. While using emergency seclusion or emergency physical restraint, school personnel must do all of the following:

1. Involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil.

2. Continually observe the pupil in emergency seclusion or emergency physical restraint for indications of physical distress and seek medical assistance if there is a concern.

3. Document observations.

4. Ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency physical restraint does not interfere with the pupil's ability to communicate using the pupil's primary mode of communication.

5. Ensure that at all times during the use of emergency seclusion or emergency physical restraint there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.

IV. Documentation and Reporting of Seclusion and Restraint

The following documentation and reporting are required for the use of any seclusion and restraint:

A. Each use of seclusion or restraint and the reason for each use shall be documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately and documented in a written report for each use of seclusion or restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of one (1) school day or seven (7) calendar days.

B. After any use of seclusion or restraint, school personnel must make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on forms developed by the department.

C. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel are encouraged to do all of the following:

1. Conduct a functional behavioral assessment.

2. Develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of seclusion and restraint.

3. Develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least the parent or guardian; the pupil, if appropriate; the individuals responsible for implementation of the positive behavioral intervention and support plan; and individuals knowledgeable in positive behavioral intervention and support.

V. Development and Implementation of Emergency Intervention Plans

The following requirements apply if it becomes necessary to develop and implement an emergency intervention plan:

A. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil. The emergency intervention plan should be developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency seclusion and emergency physical restraint, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of seclusion and restraint. The emergency intervention plan should be developed and implemented by taking all of the following documented steps:

1. Describe in detail the emergency intervention procedures.

2. Describe in detail the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use.

3. Make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion or emergency physical restraint.

4. Conduct a peer review by knowledgeable school personnel.

5. Provide the parent or guardian with all of the following, in writing and orally:

nn. A detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation.

oo. An explanation of what constitutes an emergency situation as defined in section 1307h of the Michigan revised School Code, MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition.

pp. A detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion and emergency physical restraint.

qq. A detailed explanation of the legal limits on the use of emergency seclusion and emergency physical restraint, including examples of legally permissible and prohibited use.

rr. A description of possible discomforts or risks.

ss. Answers to any questions.

B. A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion or emergency physical restraint could be used.

C. Emergency seclusion or emergency physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate educational program. The development of an emergency intervention plan shall be solely for the purpose of protecting the health, safety, and dignity of the pupil and does not expand the legally permissible use of emergency seclusion or emergency physical restraint.

VI. Requirements for Data Collection

The following data must be collected in connection with the use of any seclusion and restraint:

A. The District program in which pupils are enrolled, in accordance with department guidelines, shall collect and report data on and related to the use of restraint and seclusion in the District. In collecting and reporting this data, the District shall use existing data collection and reporting systems whenever possible. Incidents of use shall, at a minimum, be reported by race, age, grade, gender, disability status, medical condition, identity of the school personnel initiating the use of the restraint or seclusion, and identity of the school or program where the use occurred.

B. All of the following should occur with respect to the data collected under subdivision A.:

1. The data should be analyzed by the District in which the pupil is enrolled to determine the efficacy of the school's schoolwide system of behavioral support.

2. The data should be analyzed by the school and District in the context of attendance, suspension, expulsion, and dropout data.

3. The data should be analyzed by the school and District for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion and restraint.

4. The data should be analyzed by the school and the District on a schedule determined by the department.

5. The data should be reported electronically to the department in accordance with department guidelines by the District.

C. The department shall make available redacted, aggregate data on the reported use of seclusion and restraint, compiled by the District on a quarterly basis.

VII. Training

A. In accordance with department guidelines, the District shall implement a comprehensive training framework that includes awareness training for all school personnel who have regular contact with pupils and comprehensive training for key identified personnel as described in subdivision B.

B. The District shall identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with pupils, key identified personnel who may have to respond to an emergency situation shall be trained in all of subparagraphs 1. to 16. as follows and should be trained in all of subparagraphs 17. to 20. as follows:

1. Proactive practices and strategies that ensure the dignity of pupils.

2. De-escalation techniques.

3. Techniques to identify pupil behaviors that may trigger emergency situations.

4. Related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion or restraint is used.

5. Instruction in the use of emergency seclusion and emergency physical restraint.

6. Identification of events and environmental factors that may trigger emergency situations.

7. Instruction on the state policy on the use of seclusion and restraint.

8. Description and identification of dangerous behaviors.

9. Methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted.

10. Types of seclusion.

11. Types of restraint.

12. The risk of using seclusion or restraint in consideration of a pupil's known and unknown physical or mental health conditions or psychological limitations.

13. The effects of seclusion and restraint on all pupils.

14. How to monitor for and identify the physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations.

15. How to obtain appropriate medical assistance.

16. Cardiopulmonary resuscitation and first aid.

17. Conflict resolution.

18. Mediation.

19. Social skills training.

20. Positive behavioral intervention and support strategies.

Reference: Policy 4.14.

AG 4.15. Search and Seizure.

The following administrative guidelines are issued to implement the requirements of the Board's Search and Seizure Policy, Article IV, Section 15, in the District.

Basis of Search

If a school administrator has a reasonable suspicion that a student has violated, or is in possession of an object which violates, either a specific law or a specific school policy, and that a search of the student can reasonably be expected to produce evidence of the student's violation, the administrator may conduct a search of the student and/or the student's possessions (including, without limitation, a vehicle if parked on school property). The administrator's reasonable suspicion may be based on any information received by the administrator, including information conveyed by a member of the faculty or staff, or by one or more student(s).

Search Procedure

The search may take place in the office of the administrator or in another place in the school building adequate to protect the student's privacy. Prior to the search, the student shall be advised of the reason(s) that the search is being requested. The student shall then be requested to empty items from pockets, purses, shoulder bags, backpacks, or briefcases, etc. Pat-down searches should not be conducted as a matter of course, but may be conducted, if deemed advisable by the administrator, by an adult of the same gender as the student. No strip searches shall be conducted by District personnel or on school premises. All searches shall be carried out in the presence of an adult witness. Items obtained in the search which the administrator believes are evidence of a violation of law or school policy shall remain in the custody of the administrator, unless such items are turned over to law enforcement officials, and if this is done, the administrator shall request a receipt for such item so delivered.

Searches of Students While on School Field Trips

Participants in school-sponsored off-campus field trips shall be required to provide permission forms signed by a parent or guardian of the student. Such forms shall, among other things, provide for consent to searches of the student and/or the student's possessions by an administrator (including the staff members and the person in charge of the field trip) in accordance with the requirements of this regulation.

Documentation of Search Incident

An electronic report of each search incident shall be made by the administrator. A copy of the record shall be available to the parents/guardian of the student upon request. The record shall contain the name of the student; the time, date, and place of the search; the reason(s) for the search; the nature and method of search; the extent of law enforcement officials' involvement, if any; the name of the person who conducted the actual search; the name(s) of the person(s) present while the student was being searched, and the result of the search, including a list of items, if any, confiscated from the student.

Refusal by Student to Permit a Search

A student's refusal to comply with a valid search request shall be treated as insubordination under the Student Code of Conduct. If the student refuses to comply with the search request, the administrator shall notify the student's parents/guardian and may request that they come to the school and/or attempt to persuade the student to comply with the search request. If the administrator believes that circumstances warrant involvement of law enforcement officials, such officials may be contacted and requested to come to the school. Any further search of the student shall be at the discretion and under the control of the law enforcement officials. If a search by a law enforcement official takes place on school property, an administrator shall be present.

Alcohol Testing

In accordance with the provisions of the Student Code of Conduct, if an administrator has reasonable suspicion that a specific student who is on school grounds, in or around a school-provided vehicle, or at a school-sponsored activity or trip, has consumed alcoholic liquor or illegal drugs, the administrator may require the student to submit to testing using an alcohol or other testing device, including, without limitation, a preliminary chemical breath test instrument. The results of such a test may be used in determining disciplinary action, if any, to be taken against the student. The taking of such a test shall not be a condition precedent to discipline for alcohol consumption.

Building administration may conduct random or mass alcohol testing of students attending school events, such as dances, whether such events are on school property or off, using a "spit stick" or other device.

A student's refusal to comply with a valid request for alcohol or drug testing shall be treated as insubordination under the Student Code of Conduct. If an administrator believes that circumstances warrant involvement of law enforcement officials, such officials, may be contacted and requested to come to the school. Any further testing of the student shall be at the discretion and under the control of law enforcement officials.

Lockers are School Property

All lockers in school buildings, whether assigned to students or unassigned, are the property of the District. At no time does the District relinquish its exclusive control of its lockers. The District has assigned to the school principal the supervision and control of the lockers in each school. The principal shall have custody of the combination or key to all locker locks, which shall be stored in a place and manner designed to guard against unauthorized access or use. Only regularly issued school locks may be used on school lockers.

Legitimate Use of School Lockers

Lockers are assigned to the students for the students' convenience and temporary use. Students may use lockers exclusively for the storage of school-related materials, such as books and school supplies, and for the storage of authorized personal items, such as outer garments, footwear, grooming aids, or lunch. Student shall not use the lockers for any other purpose, unless specifically authorized in advance by Board policy or an administrator. Students are solely responsible for the contents of their lockers, and should neither share their lockers with other students nor divulge their locker combinations to other students, unless authorized by an administrator.

Searches of Lockers by School Staff

Consistent with District ownership of the lockers, an administrator may search any locker at their discretion while respecting the student's privacy and dignity.

The administrator is not required, but may request the assistance of a law enforcement officer in conducting a locker search. If law enforcement assistance is provided, the administrator shall observe the search. In the course of a locker search, the administrator shall respect the privacy rights of the student whose locker is being searched with respect to items that are not illegal or against school policy or rules.

Seizure of Locker Contents

When conducting a locker search, the administrator may seize any illegal or unauthorized items, items in violation of school policies or rules, or any other items reasonably determined to be a potential threat to the safety or security of others. Such items include, without limitation, firearms, explosives, other dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues, alcohol, tobacco products, illegal drugs, other contraband, poisons, and stolen property. Law enforcement officials shall be notified promptly upon seizure of such dangerous or illegal items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by an administrator shall be removed from the locker and held for evidence in disciplinary proceedings, turned over to law enforcement agencies, or, if appropriate, turned over to the parent or guardian of the student (or the student if over eighteen (18)) for immediate removal from school property. The parent or guardian of a minor student, or a student eighteen (18) years of age of older, shall be notified by the administrator of items removed from the student's locker.

Searches of Lockers by Others

No person other than an administrator shall be permitted to search a student's locker without an administrator's consent, unless such person has a valid search warrant authorizing such search. Any person who wishes to search a student's locker shall report to an administrator before proceeding to the locker. If a law enforcement officer has a warrant to search a student's locker, an administrator shall immediately escort such officer to the student's locker and permit the search to occur. Whenever possible, such search shall be made in the presence of an administrator.

If a law enforcement officer desires to search a student's locker without a warrant, an administrator, consistent with the District's ownership of the locker, may consent to such search. Prior to doing so, however, the administrator shall ask the officer for the basis for the search request, and, if not satisfied that an acceptable basis exists, may decline the request for a search. The administrator shall report to the Superintendent with respect to all locker searches undertaken as a result of a search warrant, all locker searches undertaken upon consent given to a law enforcement officer without a warrant, and all instances where a law enforcement officer's request to search a locker is declined.

Searches Using Canines

The Board has authorized the use of canines, trained in detecting the presence of bombs or similar contraband, without the necessity of reasonable suspicion for such a search. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations.

Authorization to use specially-trained dogs is made under the following conditions:

A. The presence of the dogs on school property must be authorized, in advance, by the Superintendent 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 officer or person conducting the search as capable of accurately detecting bombs or similar contraband.

D. The dog will be allowed to examine a student's possessions, including vehicles, parked on school property. Students' vehicles parked off school property are not under the authority or control of school officials, and thus school officials should not be involved in searches of such vehicles.

E. The dog may be allowed to examine school property such as lockers as permitted by a building administrator. Any limitation as to areas of school property to be examined by the dog shall be established by the building administrator at the time the use of dogs is authorized.

Reference: Policy 4.15.

AG 4.17. Student Records.

Grosse Pointe Public School System staff shall, in response to inquiries about student applicants:

A. **Release** transcripts and standardized test scores with parent permission (or student permission if student is over age eighteen (18)).

B. **Not release** information about the following, subject to the exception in D below:

1. a student's disciplinary or behavioral records, and/or records of criminal charges and/or criminal activity about a student, except as required by law.

2. a student's emotional, psychological, or medical conditions, or other information about actual or perceived disabilities.

3. a student's ethnicity, family situation, religion or sexual behavior, practices, or orientation.

4. opinions about a student's moral character.

C. Administration recognizes that, in exceptional circumstances, the release of information of the type described in subparagraph B, above, may be in the best interests of the student, in explaining the student's less-than-optimum or poorer-than-expected performance. In such circumstances, with the approval of the parent or guardian of the student (or the student is over age eighteen (18), such information may be released.

D. Information about a student shall be released only on a confidential basis.

E. Counselors or other staff members asked by colleges, universities, post-secondary program offices or employers for information about students shall, by attachment or inclusion in any response provided to that requesting party as follows:

> "The Grosse Pointe Public School System responds to requests for information about students from college and university admission offices, post-secondary program offices, and employers by releasing with parent permission (or with student permission if the student is eighteen (18) years of age or older), transcripts and standardized test scores, and by providing personalized letters upon request. The School System does not release or provide information about the disciplinary or behavioral records of its students."

Reference: Policy 4.17.

AG 4.18. Extracurricular Activities; Code of Conduct.

Board of Education Policy 4.18 directs the Superintendent to publish an Athletic Code of Conduct, and authorizes the Superintendent to extend the provisions of the Athletic Code of Conduct to all extracurricular activities. The Superintendent has concluded that participants in all extracurricular activities, including athletic, should be subject to the same expectations and requirements, and has thus established an Extracurricular Code of Conduct, attached to these Guidelines as Appendix B.

Reference: Policy 4.18.

AG 4.19. Recognized Student Groups.

Annually, the Director of Secondary Instruction shall make available a list of Recognized Student Groups at each high school. This list shall identify each Recognized Student Group as well as the level (1, 2 or 3) of their access to the student body.

Each group that wishes to be identified as a Recognized Student Group shall complete the District's form and provide it to the building principal. The building principal shall review the request and make a recommendation to the Director of Secondary Instruction regarding awarding the group recognition, as well as a level into which the group is to be placed, as defined below. Either the principal or Director of Secondary Instruction may request to meet with representatives of the student group during the recognition process. The Director of Secondary Instruction shall make the final decisions regarding both recognition and level of student groups. Decisions regarding recognition, assignment of level or change in status of Recognized Student Groups shall be provided in writing.

Decisions regarding the awarding of Recognized Student Group Status shall be made using the criteria established by the Board in Policy 4.19 and the information provided by the group in applying for recognition.

All Recognized Student Groups must identify the following in order to be first recognized and then leveled:

A. How the group will enrich the high school experience for students.

B. The name of an adult who will serve as the advisor for the group with administration. This adult must agree to guarantee that a responsible adult who is either an employee or a volunteer will be present at all group gatherings or meetings held at the school.

C. The target membership of the group (*i.e.*, students interested in robotics for the robotics club).

D. Potential activities of the student group.

Additionally, each group must answer the following questions in order to be placed in the appropriate level for the purposes of access to the student body:

A. Is participation in the group directly tied to enrollment in a course of study that exists in the academic program provided by the district?

B. Is the primary focus of the group to provide an experience for students who have a particular interest that is specific to a content area that exists in the program of studies for the school or is the primary purpose of the group to represent the school in inter-school competitions that are academic in nature?

C. Is the primary focus of the group to provide an experience for students who have a particular interest that is specific to a topic that is not present in the program of studies at the school or is the primary focus of the group to provide a service to a particular group of students within the school or community?

Using the answers to the questions above, administration shall place each Recognized Student Group into one of the following three levels.

Level 1 – Reserved for varsity, junior varsity, freshman athletic teams, the National Honor Society, as well as student groups that are the direct result of a course currently offered at the high school that requires enrollment in the course as a condition of participation in the organization. Examples of Level 1 groups include: varsity football, junior varsity girls' basketball, the pep band, Pointe Singers, etc.

Level 2 – Reserved for Recognized Student Groups that answer yes to question number two above. Examples of Level 2 groups include: the drama club, Quiz Bowl, the French club, the robotics team, etc.

Level 3 - Reserved for Recognized Student Groups that answer yes to question number three above. Examples of Level 3 groups include: the ping pong club, the bike club, green club, the hiking club, etc.

A group that has become a Recognized Student Group and placed in one of the levels of such groups shall remain recognized and in the same level unless a) the group itself requests in writing that its level be re-evaluated, or b) an administrator requests in writing that the group's recognition or level be re-evaluated.

The level of the group will be used by administration to monitor and regulate access to the student body. Access to the student body includes the use of showcases, bulletin boards, the PA system, school announcements, and fundraising opportunities. Administration shall ensure access to the student body shall be prioritized based on level with Level 1 groups having the highest priority and Level 3 having the lowest priority. The amount of access provided to groups within the same level shall be approximately equal within each school.

A group that is not recognized may obtain the use of district facilities under Policy and AG 806. A non-recognized student group is only permitted access to the student body for advertising or self-promotion opportunities via a flyer distribution point identified in each high school. All flyers must be pre-approved by administration.

Reference: Policy 4.19.

AG 4.20. Medications.

I. Use of Medications Generally

In Policy 4.20, the Board has adopted as the policy of the district the provisions of the State of Michigan Model Policy for Administering Medications to Pupils at Schools, with several local revisions and clarifications. The Board has further directed administration to publish the Model Policy as an Administrative Guideline, and to adopt and publish any amendments to the Model Policy.

Definitions

The following definition of "medication" is adopted for use in this district: "Medication" includes prescription, non-prescription and herbal medications, and those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

For the purpose of this guideline, the term "physician" means any health care provider licensed by the State of Michigan to prescribe medications.

Standard Procedures for Administration of Medications to Pupils in School

A. The pupil's parent/guardian will give the school written permission and request to administer medication(s) to their pupil.

B. Written instructions from a physician, which include the name of the pupil, name of the medication, dosage of the medication, route of administration, and time the medication is to be administered to the pupil shall accompany the request and be kept on record by the school. Physician's instructions on a prescription bottle will be sufficient when the physician has previously provided a blanket approval for all prescriptions issued by the physician or another member of their practice.

C. Parental or guardian request/permission and a physician's instructions for administration shall be renewed every school year.

D. The building administrator will designate an individual(s) responsible for administering medications to pupils at that school.

E. Medications must be administered by one adult in the presence of a second adult, except where the individual administering the medication is a licensed nurse (as described in the Michigan Revised School Code, Section 380.1178), or when an emergency threatens the life or health of the pupil.

F. Each building shall have a plan for handling medical emergencies.

G. Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan shall be included under the policy and procedures that govern the administration of medications. Note: The policy and procedures should not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

Guidelines for Administration of Medications to Pupils in School

A. A building administrator may set a reasonable designated time for the administration of medications. The parent/guardian shall be informed of this designated time and communicate this to the physician when they write medication administration instructions. The school may request that the physician send a written explanation with the medication administration instructions to the school if an exception to the school's designated time is necessary.

B. A building administrator shall request that a pharmacy supply the medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting doses.

C. Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the pupil's parent/guardian immediately.

D. Any errors made in the administration of medications shall be reported to the building administrator immediately, and a written report completed and entered into the pupil's school record. The building administrator is responsible for reporting the medication error to the pupil's parent/guardian immediately.

E. When it is necessary for a pupil to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication in the original container, and record the necessary information on the medication log upon return from the trip/activity.

School Staff Training

A. All individuals designated to administer medication are encouraged to receive in-service training on all district policies and procedures related to this responsibility. School staff must be trained by a licensed registered professional nurse, physician, or physician assistant who has knowledge of local school medication policies and procedures.

B. In-service training is recommended to be four hours in length, and include actual "hands-on" practice in identifying and dispensing medications. Individuals, with the exception of a licensed registered professional nurse, who are responsible for administering any medications that must be given by injection, by nebulizer, or administered rectally, vaginally, or into the bladder, must receive one-to-one training by a licensed health professional.

C. Documentation that school personnel have completed in-service training shall be maintained by the school and made available, upon request, to a pupil's parent/guardian, physician, licensed registered professional nurse, or by a school district official.

Training Guidelines

Training for all individuals who are designated to administer medications to pupils in the district shall include all of the following content and skill practice:

A. A review and discussion of all Michigan and federal laws pertaining to the administration of medications to pupils in schools, including discussion of confidentiality issues.

B. A review and discussion of all policies and procedures relating to medications in schools including areas of responsibility of school administrators, individuals designated to administer medications (*i.e.*, secretaries, aides, teachers, bus drivers, parents), and medical professionals (*i.e.*, physicians, physician assistants, nurses).

C. Identification of the forms related to the administration of medications in schools.

D. Safe storage and handling of medications in school including procedures for receiving and disposing of medications.

E. The use, effect, and route of administration of the most commonly prescribed medications in schools, including adverse effects.

F. Procedures for safely dispensing medications to pupils in schools, on field trips, and other off-site school activities.

G. Practice in identifying and dispensing medications to pupils.

H. Policies and procedures related to pupil self-administration and self-possession of medication in schools.

I. Review and practice recording administration of medications.

J. Review and discuss procedures for dealing with medication administration errors.

Storage and Access to Medications Administered to Pupils in School

A. All medication shall be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the pupil's name, the name of the medication, dosage, and the frequency of administration.

B. Medications shall be stored in a school location that is kept locked.

C. Emergency medications may be stored in an area readily accessible to the individual designated to administer them.

D. All controlled-substance medications will be counted and recorded upon receipt from the parent/guardian. The medication shall be recounted on a regular basis (monthly or bi-weekly) and this count reconciled with the medication administration log/record.

E. It is recommended that medications be brought to the school by the pupil's parent or guardian.

F. No changes to medication dosage or time of administration will be made except by instruction from a physician.

G. Parental or guardian request/permission and a physician's instructions for administration of medications shall be renewed every school year.

H. Expiration dates on prescription medication, epi-pens, and inhalers shall be checked at least twice each school year.

I. Medication left over at the end of the school year, or after a pupil has left the district, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the medication log. This procedure shall be witnessed and initialed by a second adult.

Record-Keeping Related to Medications Administered to Pupils in School

A. A log of medication administration shall be kept in a school office and filed in a pupil's permanent record at the end of each school year (see sample Medication Administration Daily Log document).

B. The individual pupil log and all documentation provided in connection with Policy and Administrative Guideline 5330 shall be retained for three years after the pupil graduates or otherwise leaves the district, or until the pupil's 19th birthday, whichever is later.

C. The medications log shall include the pupil's name and the name and dosage of the medication. The individual giving the medication shall record the date and time of administration of the medication. The log shall be signed and witnessed by a second adult.

D. If an error is made in recording, the individual who administered the medication shall cross out, initial the error, and make the correction in the log.

Student Self-Administration and Self-Possession of Medications.

"Self-administration" means that the pupil is able to consume or apply prescription and non-prescription medication in the manner directed by the physician without additional assistance or direction.

"Self-possession" means that the pupil may carry medication on their person to allow for immediate and self-determined administration.

A. A pupil whose parent/guardian and physician provide written permission will be able to self-administer and self-possess their own medications.

B. A medication that a pupil possesses must be in its original packaging, labeled and prepared by a pharmacy or pharmaceutical company, and to include the dosage and frequency of administration.

C. A pupil's use cannot be denied if the conditions of written permission and physician direction are met. A building administrator may discontinue a pupil's right to self-administer and self-possession if there is misuse by the pupil. The denial shall follow a consultation with the parent/guardian.

D. For example, a pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the pupil's physician and parent/guardian on record at the school (as described in the Michigan Revised School Code, Section 380.1179). A pupil who is in possession of an inhaler under the above conditions shall have each of their teachers notified of this by the building administrator.

Parental or guardian request/permission and a physician's instructions for a pupil to self-administer and self-possess medication shall be renewed every school year.

II. Responding to an Anaphylaxis Emergency at School

Definition

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. A variety of allergens can cause anaphylaxis, but the most common are food, insect bites, medications, and latex. Anaphylaxis typically begins within minutes or even seconds of exposure. Initial emergency treatment is the administration of injectable epinephrine along with immediate summoning of emergency medical personnel and emergency transportation to the hospital. These guidelines are intended to help schools respond to the challenge of an emergency anaphylaxis situation.

Individuals with Known Allergies

For students who have a known severe allergy:

A. The provisions and requirements of the District's existing policy regarding self-possession and self-administration of prescription medications also apply to epinephrine.

B. All students who have had a prior anaphylactic reaction or have otherwise been identified as at-risk for having a severe allergic reaction should have this addressed specifically in an individualized health care plan. The parent/guardian of a student with known allergies that may be severe enough to cause anaphylaxis should be requested to provide the school with student-specific medical orders, a medical management plan at the start of the school year or upon the student's transfer to the school.

C. At the start of the school year or upon transfer to the school, the parent/guardian of a student with known allergies that may be severe enough to cause anaphylaxis should provide the school with student-specific medical orders, a medical management plan, and their own supply of epinephrine.

D. The parent/guardian of a student with a known serious allergy may be requested to provide an extra epinephrine auto-injector or asthma inhaler to the school for use by authorized personnel in case of emergency.

E. A school official will notify each of the student's teachers when aware that a student is in valid possession of an epinephrine auto-injector or asthma inhaler in accordance with the school's medication policies.

Individuals without Known Allergies.

For students, staff, and any other individual on school grounds:

A. As required by state law, every school building shall maintain a stock of at least two (2) epinephrine auto-injector devices at all times regardless of whether or not any student/staff have been diagnosed with allergies.

B. Each school should determine the appropriate dose of epinephrine auto-injector based on their student school population (*i.e.*, Junior or Adult).

C. Each school building with ten (10) or more instructional and administrative staff will designate at least two (2) employees at the school for authorization to administer an epinephrine auto-injector. Schools with fewer than ten (10) staff will designate at least one (1) such employee. Licensed, registered professional nurses who are employed or contracted by the school to be present during regular school hours may be considered authorized personnel.

D. Each school shall maintain documentation of the training course(s) successfully completed by each employee who is authorized to administer epinephrine and make such documentation available upon request.

E. Schools are encouraged to train and authorize more than the legally required minimum number of school staff to administer epinephrine. All school staff should have a basic awareness of the major signs of anaphylaxis and know whom to alert in case of an emergency and where the stock epinephrine auto-injectors are located.

F. Each school shall designate a staff member who shall check the expiration dates of the stock auto-injector devices at least twice per year. Expired stock shall be discarded in a biohazard sharps container or locate a needle disposal facility and replace any device past its expiration date.

Training Guidelines for Staff on Allergies, Anaphylaxis, and Emergency Response.

The training program for non-nursing staff designated to use an epinephrine auto-injector shall be conducted under the supervision of, and shall include evaluation by a licensed, registered professional nurse. The training shall include:

A. Instruction on the provisions of state laws regarding the emergency use of epinephrine at school for situations of a suspected life-threatening anaphylaxis reaction.

B. Instruction on the District's or School's medications policies and procedures.

C. Orientation to the causes, signs, symptoms, and treatment of anaphylaxis and the anticipated effects and possible adverse effects of epinephrine.

D. Demonstration and instruction using realistic auto-injector models.

E. Skill-based practice using epinephrine auto-injectors in simulated anaphylaxis emergency response situation.

F. Development and implementation of an emergency anaphylaxis response plan of action.

G. Instruction on the procedures for informing emergency contacts, completing a school incident report, and notifying parent/guardian of a student to whom an epinephrine auto-injector has been administered.

H. Instruction on the procedures regarding epinephrine acquisition, expiration date monitoring, maintenance, and storage requirements.

I. A licensed, registered professional nurse is responsible for providing and the supervision of the training which shall include a training evaluation. Documentation of the training competency assessment should be provided to the school demonstrating that the employee was adequately trained.

The Sample Protocol for Responding to Anaphylaxis is provided for guidance only, and does not replace the requirement for formal staff training in accordance with this Guideline.

Storage of Epinephrine Auto-Injectors and Additional Materials

A. All epinephrine auto-injectors should be stored according to manufacturer's directions to maintain effectiveness and in a clearly labeled, unlocked, easily accessible cabinet at room temperature (between 59-86 degrees F).

B. Expiration dates on epinephrine auto-injectors should be monitored and documented on an appropriate log. The shelf-life of an epinephrine auto-injector is approximately twelve (12) to eighteen (18) months.

C. The fluid in an epinephrine auto-injector should be clear and colorless. If the fluid has turned brown or is cloudy, the auto- injector should be discarded. Auto-injectors should not be exposed to sunlight, heat, cold, or freezing temperatures.

D. Additional materials associated with responding to suspected anaphylaxis should be stored with the epinephrine auto- injectors (*e.g.*, copy of anaphylaxis emergency response plan with emergency contact numbers, school incident report, etc.).

School and School District Reporting

At least annually, the District is required to report to MDE all instances of administration of an epinephrine auto-injector to a student at any school in the District. Each school shall therefore report the required information to the District administration on an annual basis, at a time established by administration. Each school shall report the following:

A. The number of instances of administration of an epinephrine auto-injector to a student at the school in a school year.

B. The number of students who were administered an epinephrine auto-injector at school that were not previously known to be severely allergic.

C. The number of students who were administered an epinephrine auto-injector at school using the school's stock of epinephrine auto-injectors.

Immunity/Liability

Under state law, an authorized school employee who in good faith administers an epinephrine auto-injector is immune from criminal charges or civil damages unless an act or failure to act was due to gross negligence or willful and wanton misconduct.

Sample Protocol for Responding to Anaphylaxis

Please note this does not replace formal staff training but rather is guidance only.

Responding to Anaphylaxis – CALL 911

A. Based on symptoms; determine that an anaphylactic reaction appears to be occurring. Look for a medical alert bracelet or necklace. Act quickly. It is safer to give epinephrine than to delay treatment. Anaphylaxis is a life-threatening reaction.

B. If you are alone and are able to provide epinephrine, call out or yell for help as you immediately go to get the epinephrine. Do not take extra time seeking others until you have provided the epinephrine.

C. If you are alone and do not know how to provide epinephrine, call out or yell for help. If someone is available to help you, have them get the personnel trained to provide epinephrine and the epinephrine while you dial 911 and follow the dispatcher's instructions. Tell the 911 operator that anaphylaxis is suspected and epinephrine is available. Your goal is to get someone – trained school staff, or emergency medical staff (EMS) – to provide epinephrine and care as soon as possible.

D. Select appropriate dose of epinephrine auto-injector to administer, based on weight.

1. **Dosage:** Junior 0.15 mg epinephrine auto-injector if estimated weight is between thirty-three (33) and sixty-six (66) pounds; Regular 0.30 mg epinephrine auto-injector if estimated weight is sixty-six (66) pounds or greater.

2. **Frequency:** If symptoms persist or return, a second dose should be administered five (5) to fifteen (15) minutes after first dose.

E. Inject epinephrine via auto-injector:

1. Pull off safety release cap.

2. Place gently on the upper, outer thigh and push firmly (through clothing if necessary).

3. Hold in place for ten (10) seconds (five (5) seconds if using Auvi-Q) to deliver medication and then remove.

4. Massage the area for ten (10) seconds. Note the time.

F. Keep the individual either lying down or seated. Watch for vomiting or choking. If they lose consciousness, check if they are breathing. If breathing, position on side and continue to monitor. If not breathing, begin cardiopulmonary resuscitation (CPR), call out for help.

G. Call school nurse/front office school personnel and advise of situation.

H. Provide EMS with epinephrine auto-injector labeled with name, date, and time administered to transport to the emergency room with the student.

Follow up (to be done the day of the event):

A. Notify parent/guardian as soon as possible and advise them to let the student's primary care physician know about the episode of suspected anaphylaxis.

B. Complete required documentation of incident [school incident report, Michigan Electronic Grants System Plus (MEGS+) report].

C. Order replacement epinephrine auto-injector(s) from central office.

III. Opioid Antagonists

Definitions

An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death that results from the consumption or use of an opioid or another substance with which an opioid was combined or that an individual who has received training approved by a licensed registered nurse in the administration of an opioid antagonist would believe to be an opioid-related overdose that requires medical assistance.

Use of Opioid Antagonists

Each high school in the District shall have at least two employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by a medical professional. Only an appropriately trained school employee may possess and administer an opioid antagonist.

Each high school in the District shall possess at least one package of an opioid antagonist on site. The opioid antagonist may be administered by a trained school employee to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

Any person who administers an opioid antagonist to a student shall promptly notify an administrator, who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.

The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

Storage of Opioid Antagonists

All opioid antagonists should be stored according to the manufacturer's directions to maintain effectiveness and in a clearly labeled, unlocked, easily accessible cabinet in a supervised location, preferably in the same location as other rescue medications.

Expiration dates on the opioid antagonist should be monitored and documented on an appropriate log at a minimum of two times per year.

Additional materials associated with responding to suspected opioid-related drug overdose should be stored with the opioid antagonist (*e.g.*, a copy of the suspected opioid-related overdose emergency response plan, school incident report).

Obtaining an Opioid Antagonist

Any local community prescriber can write a prescription for an opioid antagonist.

Reporting

At least annually, a school district shall report to the Michigan Department of Education all instances of administration of an opioid antagonist to a pupil at school. The reporting shall include the number of pupils who were administered an opioid antagonist at school using the school's stock of opioid antagonists.

Reference: Policy 4.20.

AG 4.21. Personal Communications Devices.

Definition

A "personal communication device" or PCD is a privately-owned device that is used for audio, video and/or text communications. PCDs include, but are not limited to, 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.*, iPhone, Android devices, Windows Mobile devices, etc.), telephone paging devices, and/or other web-enabled devices of any type.

Use of PCDs

Secondary students may use PCDs designated for the District's Bring Your Own Device (BYOD) initiative during the school day for educational purposes as assigned by the classroom teacher or building administrator. Otherwise, PCDs may only be used before and after school, during students' scheduled lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, or during after school activities (*e.g.*, extracurricular activities) at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited. When not permitted to be used, PCDs must be stored out of sight.

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites and/or applications 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 vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (*i.e.*, audio) and/or images (*i.e.*, pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held. If the violation involves potentially illegal activity the PCD may be confiscated and turned over to law enforcement.

PCDs, including but not limited to those 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, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being bullied, threatened, humiliated, harassed, embarrassed or intimidated. In particular, students are prohibited from using PCDs to: (1) 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, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - *i.e.*, sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extracurricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. If a PCD is confiscated, it will 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. A confiscated device will be held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned over to law enforcement. If multiple offenses occur, a student may lose their privilege to bring a PCD to school for a designated length of time or on a permanent basis.

Students are personally and solely responsible for the care and security of their PCDs. The District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Reference: Policy 4.21.

AG 4.22. Attendance.

The following guidelines are designed to support the Board's determination in Policy 4.22 that regular attendance by students is integral to the education process and to allow students to excel.

Responsibilities

The District believes that accountability for class attendance is mutually shared among students, parents, teachers, counselors, administrators, and attendance office staff. These daily attendance responsibilities are:

A. Students attend all classes on time each day, follow the attendance guidelines, and monitor their attendance on the District web application, Student Connect.

B. Parents report a student's absence and the reason for absence by 10 a.m. on the day following absence, or before the student leaves the building for an unavoidable appointment or illness. Parents monitor student attendance on the District web application, Parent Connect.

C. Teachers encourage good attendance by shaping classroom strategies that motivate student attendance and punctuality.

D. Counselors communicate with staff and parents and provide supportive assistance when appropriate.

E. Administrators communicate concerns, collect data, observe patterns, and monitor classroom attendance.

F. Office staff members maintain accurate attendance records and work together with students, parents, and staff.

Definitions

Excused Absence

An excused absence is an absence about which the student's parent(s) or guardian notify the school about in a timely way. Some excused absences may be exempt from the cap of ten (10) total absences, as listed below. The following excused absences are considered exempt from the cap of ten (10), provided that documentation is submitted for each exempted absence within one (1) week of a student's return to school:

- Medical;
- College visits;
- Required court appearances;
- Professional appointments;
- School related absences: field trips, athletics, guidance counselor, or other special circumstances;
- Observation or celebration of a bona fide religious holiday;
- Funerals;
- Such other good cause as may be acceptable to the principal.

Unexcused Absence

An unexcused student absence is an absence 1) that is not an excused absence as defined above; 2) an otherwise excused absence with no parent/guardian call, at the latest, by 10 a.m. on the day following the absence; or 3) leaving the building without prior permission from a parent/guardian call.

Vacations and Other Pre-arranged Absences

The District does not condone vacation absences outside of school-scheduled vacation periods. Absence from school due to vacation will be treated as unexcused, although such an absence may be excused if approved by the principal.

Communicating Attendance Issues

Parents or guardians are required to report a student's absence and the reason for absence by 10 a.m. on the day following absence, or before the student leaves the building for an unavoidable appointment or illness.

A. The District uses an automated call-out system to notify parents of any unreported absence from school at the end of the school day. Parents have until 10 a.m. on the day following the absence to communicate with the school before the absence is recorded as unexcused.

B. Upon a student's third unexcused absence in a class, parents will receive a personal phone call from attendance personnel and will receive written notification through e-mail or U.S. mail.

C. The parent/guardian of a student who must leave school during the school day must phone the Attendance Office before the student is excused from school. The student must sign out through the Attendance Office prior to leaving the school building. Students who do not check out properly through the Attendance Office will be considered unexcused for all class periods that are missed. Upon returning to school, the student is responsible for checking back in to school through the Attendance Office.

High School Attendance

The following consequences apply only to students in the District's high schools.

Excessive Absences

A. Absences will be capped at three (3) unexcused or ten (10) total absences in each class per semester unless exempt from the foregoing because they are excused absences of the type defined above. Students will not be allowed to make up work, including tests or quizzes, for an unexcused absence. Homework, assignments, quizzes, tests, projects, etc. due on the day of an unexcused absence may be recorded as a 0 in the teacher's gradebook. The following consequences will serve as interventions when these thresholds are exceeded:

1. third unexcused absence: one (1) day in-school separation, direct parent contact, and written correspondence to the parent

2. eighth total absence: the school will contact the parent via automated phone call, email or written correspondence

3. fourth unexcused or eleventh total absence: Students may be removed from the class. If a student is removed from the class, they will be placed in a tutorial and issued a letter "R" grade, indicating removal from the course for attendance reasons, with no credit assigned. This grade will not count against a student's grade point average. The student will continue to have an opportunity to earn credit in the class if they are able to pass (with a C+ or better grade) the District-approved test-out assessment. In this case, the student will be issued a "G" (passing) grade indicating credit earned. This grade will not be computed in the student's semester or cumulative grade point average.

B. Arrival to class without a note more than six (6) minutes after the bell constitutes an unexcused absence. Arrival to class less than six (6) minutes after the bell constitutes a tardy. Tardy policies are the responsibility of individual classroom teachers.

C. Parents will continue to be contacted daily by the automated calling system for any unexcused absence including six (6) minute tardy reports. Attendance records will also be available to parents daily through Parent Connect.

D. Excessive absences may give rise to discipline. A student's grade in a course, however, is based on the student's performance in the course, and is not reduced for reasons of conduct, including non-attendance. Grades are based upon what the student can demonstrate they have learned, although the student's ability to learn will almost certainly be affected by their absence from school or class.

Elementary and Middle School Attendance

When absences by elementary and middle school students exceeds five (5) classes per semester, a counselor/social worker, teacher or administrator will meet with the student and contact parents to discuss the effect of absences from school on the student's learning, and to explore means of improving the student's attendance. If absences persist, referral to appropriate civil authorities may be made.

Reference: Policy 4.22.

AG ARTICLE V: PERSONNEL

AG 5.02. Nondiscrimination and Anti-Harassment Procedures.

I. Nondiscrimination and Equal Employment Opportunity.

Board Policies III-18 and V-2 prohibit discrimination in the District on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations. Harassment generally and Sexual Harassment are addressed in subsections II and III of this guideline, respectively.

Civil Rights Coordinators

Administration designates the following individuals to serve as Civil Rights Coordinators for the District.

Ms. Nicole Pilgrim
Chief Personnel Officer
20601 Morningside Drive
Grosse Pointe Woods, Michigan 48236
(313)-432-3017
pilgrin@gpschools.org

Complaints of Discrimination

Any person who believes that they have been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the District's Civil Rights Coordinators.

The person who believes they have a valid basis for grievance shall discuss the grievance informally and on a verbal basis with one of the District's Civil Rights Coordinators, who shall, in turn, investigate the complaint and reply with an answer to the complainant. The complainant may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, they may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, they may appeal through a signed written statement to the Board of Education within five (5) business days of their receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, 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.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114-2611. Inquiries concerning such an appeal may be directed to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District Coordinators will provide a copy of the District's grievance procedure to any person who files a complaint and will investigate all complaints in accordance with this procedure.

II. Anti-Harassment (Non-sexual).

This section of the guideline shall be used to ensure that the anti-harassment portions of Board Policies 3.18 and 5.02 are implemented properly and in compliance with Federal and State laws and regulations.

NOTE: This section of the guideline applies only to harassment other than sexual harassment. Sexual harassment is governed by the next section of the guideline.

"Harassment" means any threatening, insulting, bullying or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a member of the School District community or a third party that:

A. places a student or school employee in reasonable fear of harm to their person or damage to their property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Anti-Harassment Compliance Officers

Administration designates the following individuals to serve as Anti-Harassment Compliance Officers for the District.

Ms. Nicole Pilgrim
Chief Personnel Officer
20601 Morningside Drive
Grosse Pointe Woods, Michigan 48236
(313)-432-3017
pilgrin@gpschools.org

In the event of an allegation of discriminatory harassment by or involving either or both of the Anti-Harassment Compliance Officers, the allegation may be submitted to the Superintendent.

In the event of an allegation of harassment by or involving the Superintendent, the allegation may be submitted to the President of the Board of Education.

Investigation and Complaint Procedure

Any employee or other member of the School District community or third party (*e.g.*, visitor to the District) who believes that they have been subjected to unlawful harassment may seek resolution of their complaint through either the informal or formal procedures as described below.

Due to the sensitivity surrounding complaints of unlawful harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights, the Equal Employment Opportunity Commission ("EEOC"), or the Michigan Department of Civil Rights.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for an adult member of the School District community or third party who believes they have been unlawfully harassed or retaliated against. This informal procedure is not required as a prerequisite to the filing of a formal complaint and will only be utilized where the parties (the alleged target of harassment and the alleged harasser(s)) agree to participate in such process. Any party who has agreed to utilize the informal procedure, or the District itself, may request that the informal process be terminated at any time to move to the formal complaint process. Any party dissatisfied with the results of the informal complaint process, or the District itself, may proceed to the formal complaint process.

However, any allegation that an adult member of the School District community or a third party has committed harassment or retaliation against a student, and any allegation of sexual violence, will be investigated using the formal complaint procedure and/or reported to law enforcement, as appropriate.

As an initial course of action, if an individual believes that they are being unlawfully harassed and they are able and feel safe doing so, the individual should consider telling or otherwise informing the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of their complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

An individual who believes they have been unlawfully harassed or retaliated against may make an informal complaint, either orally or in writing: 1) to a building administrator; 2) directly to one of the Compliance Officers; and/or 3) to the Superintendent or other District-level employee. If a Complainant informs an administrator or Superintendent, either orally or in writing, about any complaint of harassment or retaliation, that employee must promptly report such information to a Compliance Officer, who will either facilitate an informal resolution as described below on their own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed for persons who believe they are being unlawfully harassed or retaliated against with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful harassment or retaliation, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the individual about how to communicate the unwelcome nature of the behavior to the alleged harasser.

B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the individual claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the Board's records retention policy and/or Student Records policy.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process shall be implemented.

An individual who believes they have been subjected to harassment or retaliation, hereinafter referred to as the "Complainant," may file a formal complaint, either orally or in writing, with an administrator, one of the Compliance Officers or the Superintendent. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs an administrator or Superintendent, either orally or in writing, about any complaint of harassment or retaliation, that employee must promptly report such information to the Compliance Officer.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, harassment or retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess their agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions they deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to harassment or retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct (the "Respondent") that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant Administrative Guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit an initial written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment or retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

A. one or more interviews with the Complainant;

B. one or more interviews with the Respondent;

C. one or more interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation, and provides recommendations, based on the evidence and the definition of unlawful harassment or retaliation as provided in Board policy and State and Federal law, as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if harassment or retaliation occurred, a preponderance of evidence standard will be used.

The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether the complaint of harassment or retaliation has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must promptly specify the additional information that is to be gathered. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The decision of the Superintendent shall be final.

Administration reserves the right to investigate and resolve a complaint or report of harassment or retaliation regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. Administration also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as Administration deems appropriate.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent.

During the course of a formal investigation, the Compliance Officer or their designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that that learn or that they provide during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the School Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act (FERPA) or under Michigan's student records law will be maintained in a manner consistent with the provisions of the Federal and State laws.

III. Harassment (Sexual).

This guideline shall be used to ensure that the portions of Board of Education Policies 3.18 and 5.02 forbidding sexual harassment are implemented properly and in compliance with Federal and State laws and regulations, particularly Title IX of the Education Amendments of 1972.

NOTE: This section of the guideline applies only to sexual harassment. Harassment other than sexual harassment is governed by the previous section of the guideline.

Title IX Statement

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any program, service or activity, including but not limited to, educational programs or activities, such as, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation operated by the District, including admission to these programs and activities. Title IX also prohibits sex discrimination in employment.

The District encourages anyone who believes a Title IX violation may have occurred to report their concerns to a District employee or a District Title IX Coordinator who are identified below.

The District's Title IX Coordinator(s) are:

Ms. Nicole Pilgrim
Chief Personnel Officer
20601 Morningside Drive
Grosse Pointe Woods, Michigan 48236
(313)-432-3017
pilgrin@gpschools.org

Mr. Moussa Hamka
Assistant Superintendent of Operations, Compliance, and Strategic Initiatives
20601 Morningside Drive
Grosse Pointe Woods, MI 48236
(313)432-3023
hamkam@gpschools.org

Definitions

"Complainant" means the person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" means the person who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

"Third parties" include, but are not limited to, guests and/or visitors on District property (*e.g.*, visiting speakers, participants on opposing athletic teams, parents), vendors or contractors doing business with or seeking to do business with the Board and other individuals who come into contact with students or employees at school-related events/activities (whether on or off District property).

"Sexual Harassment" is defined as conduct on the basis of sex that satisfies one or more of the following:

A. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo* sexual harassment);

B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

C. Sexual assault (as defined in the Cleary Act, 20 USC §1092(f)(6)(a)(v)), dating violence, domestic violence or stalking (as defined in the Violence Against Women Act, 34 USC §12291).

"Formal Complaint" is defined as a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation of sexual harassment.

Grievance Procedures

These Grievance Procedures are intended to treat Complainants and Respondents equitably by providing remedies to a Complainant if a Respondent is found responsible, and by following the proscribed grievance process before imposing discipline on a Respondent. The Grievance Procedure seeks to ensure objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence. Individuals involved in the Grievance Procedures – including Title IX Coordinators, investigators, decision-makers, facilitators of informal resolution efforts and those involved in the appeal process – must be trained and not have any bias or conflict of interest.

Reporting and Filing a Formal Complaint

Any student or District employee who believes that they have been subjected to sexual harassment by a student, board member, staff, vendor, volunteer, contractor, or other person doing business with the District, should immediately report the behavior or communication to a teacher, counselor, social worker, the building principal or assistant principal, the Superintendent, or a Title IX Coordinator.

All District employees are expected to promptly report actual knowledge of sexual harassment they observe or hear about to a Title IX Coordinator.

Reports can be made orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim/Complainant, perpetrator(s)/Respondent(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s). Upon receipt of a report, the Title IX Coordinator must promptly 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.

A Formal Complaint must be filed by a Complainant prior to the District proceeding with an investigation under its Title IX Grievance Procedure. A Title IX Coordinator may sign a formal complaint, with or without the Complainant's consent. A formal complaint may be filed by a Complainant in person, by mail or electronic mail.

Any incidents of sexual harassment that come to the District's attention through means other than a formal complaint will be promptly addressed by the Title IX Coordinator. Supportive measures will be considered and offered to both parties and the Title IX Coordinator shall provide information to the Complainant about how to file a formal complaint, or if the Title IX Coordinator chooses, they can file a formal complaint to begin the Grievance Procedure.

Mandatory and Discretionary Dismissals

The District **must** dismiss a complaint:

A. That does not describe the conduct that meets the definition of sexual harassment;

B. That alleges sexual harassment that did not occur in the school's educational program or activity; or

C. That alleges the sexual harassment did not occur in the United States at all.

The District **may** dismiss a complaint:

A. If the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the formal complaint or some of its allegations;

B. If the Respondent is no longer enrolled or employed by the District; or

C. If specific circumstances prevent the District from gathering evidence sufficient to reach a determination about the allegations.

If the District dismisses a complaint, or any allegations, pursuant to the above, it will send a written notice of dismissal and the reason(s) to the parties. Both parties have the right to appeal the District's dismissal as described in more detail below under "Right to Appeal."

Informal Resolution Process

If appropriate as determined by the Title IX Coordinator, the Complainant and the Respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The Complainant will not be required to resolve the problem directly with the Respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The District prohibits the informal resolution process for complaints involving an employee and a student. The informal process should be completed on or before thirty (30) days after the complaint is filed.

Formal Resolution Process

If the parties choose not to engage in the informal resolution process, or choose to stop the informal resolution process at any time, the District will conduct a prompt and full investigation into any formal Title IX complaint. An investigation will afford both the Complainant and the Respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of these Title IX Grievance Procedures.

When the District begins the investigation, written notice will be provided to the parties containing:

A. A copy of the District's Policy and Grievance Procedure under Title IX;

B. Whether there is an opportunity to engage in informal resolution;

C. The actual allegations and facts that would constitute sexual harassment;

D. A statement that the Respondent is presumed innocent;

E. A statement that the parties are entitled to an advisor of their choice;

F. A statement that the parties can request to inspect and review certain evidence; and

G. Information regarding the Code of Conduct and false statements.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a building administrator or other administrator, who has been trained in Title IX procedures and does not have a conflict of interest or bias towards either party. The District reserves the right to obtain or consult with a third-party investigator or resource at any time during the Grievance Procedures.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the Complainant and the Respondent and discuss any supportive measures to be implemented before or during the investigation.

Retaliation Prohibited

At the beginning of the investigation, the Title IX Coordinator or investigator will explain that Title IX includes protections against retaliation and that the District will take steps to prevent retaliation and that the District will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, employee, or member of the public shall be retaliated against for filing a complaint or participating in the investigation of the complaint.

Respondent Presumed Innocent

During an investigation, the Respondent is presumed to be innocent.

Investigation Procedure

Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within thirty (30) calendar days but no more than sixty (60) days after a formal complaint is filed, unless there is good cause to continue the investigation beyond sixty (60) days (*e.g.,* law enforcement activities, absence of a party or witness, absence of a party's advisor of choice or the need to provide language assistance or accommodations of disabilities).

Supportive Measures

Upon request of a party, or on its own initiative, the District may implement supportive measures prior to or during the investigation of a formal complaint. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter sexual harassment. Supportive measures support a student and are not punitive or disciplinary with respect to another student. They do not unreasonably burden any other person.

A party can submit requests for supportive measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for supportive measures and the Title IX Coordinator will be responsible to implement supportive measures). Supportive measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, the District will not rely on fixed rules or any assumptions that favor one party over another. Supportive measures will be made available to both parties, as appropriate. In imposing supportive measures, the Title IX Coordinator or designee will make every effort to avoid depriving any student of their education. The District will take steps to ensure that any supportive measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties to ensure any supportive measures are necessary and effective based on the parties' needs.

Determination of Investigation

The District shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and staff, and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the District's policies and procedures which include suspension up to permanent expulsion. Restorative practices will also be considered in any circumstance involving disciplinary action.

A. The investigator's findings will be documented in a preliminary report and shared with the Complainant, Respondent and their advisors, if any. The parties will have at least ten (10) calendar days to review the preliminary report and submit a response in writing. Prior to finalizing the report, the investigator shall consider the parties' written responses to the preliminary report, if any. The investigation report is then finalized and forwarded to the decision-maker, the parties and their advisors, if any. The decision-maker cannot be the investigator, Title IX Coordinator or have any conflict of interest or bias with either party.

B. The decision-maker will be the Deputy Superintendent of Educational Services. If the Deputy Superintendent of Educational Services is the Respondent, a witness, or otherwise has a conflict of interest, the decision-maker will be another District administrator appointed by the Superintendent.

C. The decision-maker, prior to any final decision, shall afford the parties an additional (10) calendar days to submit relevant, written questions to the opposing party or any witnesses. The decision-maker shall ask any relevant questions, record the response(s) and provide the responses to the parties (and their advisors, if any) prior to making a final determination. If the decision-maker deems a question irrelevant, they shall state in writing why the question is not relevant and provide the reason(s) to the parties (and advisors, if any) before the final decision is made.

D. The decision-maker shall issue a written decision and deliver it simultaneously to both parties. The written decision must include:

1. the portion of the District's policies that was violated;
2. A description of the procedural steps that were taken by the school on the way to getting to the decision;
3. A findings of fact section;
4. A section that draws conclusions after applying the facts to the portion of the District's policy that applies;
5. A statement and rationale for the ultimate determination of responsibility;
6. Any disciplinary sanctions that the District will impose on the Respondent, and state whether the District will provide remedies to the Complainant;
7. A statement and rationale for any remedies for the Complainant, addressing how those remedies will restore or preserve equal access; and
8. A statement of the District's procedures, a statement that the parties have a right to appeal the initial determination regarding responsibly and the permissible basis for the appeal.

Right to Appeal

Both parties shall be provided notice of right to appeal the final determination based on: 1) a procedural irregularity affected the outcome of the matter; 2) new evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; or 3) a conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.

If a party intends to file an appeal, the appeal must be submitted in writing to the Superintendent no later than five (5) school days following the date of the final decision.

The opposing party shall be provided with a copy of the written appeal and given an opportunity to submit a response, which will be provided to the Superintendent.

The Superintendent shall review the written appeal and any response and issue a written determination within twenty (20) calendar days of the date they received the appeal, which will be delivered to both parties.

The Superintendent's decision shall be final.

Training

Individuals involved in the Grievance Procedure – Title IX Coordinator, investigators, decision-makers or facilitators of informal, voluntary resolution efforts must be trained.

The training materials cannot rely on sex stereotypes, must promote impartial investigations and adjudications and must be posted on the District's website.

All other District employees shall be trained on how to identify and report sexual harassment.

Privileges

No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it.

Neither a party or the District is allowed to seek, permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.

Changes to Grievance Procedure

The District reserves the right to change, modify, amend or repeal all or any part of these Grievance Procedures.

Reference: Policy 5.02.

AG 5.06. Family and Medical Leave Act (FMLA).

This Guideline provides rights equal to and no greater than those rights provided by the FMLA law. To the extent any court decision or Regulation interpreting the FMLA provides rights different than those contained in these Guidelines, the District will abide by such decision or Regulation.

The District will grant eligible employees up to twelve (12) weeks of unpaid leave during any rolling twelve (12) month period measured backward from the first day of the employee's FMLA leave for the following reasons:

- because of the birth of and to care for the employee's newborn child;
- because a child is placed with the employee for adoption or foster care;

- to care for the employee's spouse, child or parent with a serious health condition;
- because of an employee's own serious health condition that prevents performance of their job functions; or
- because of a qualifying exigency when a qualified family member is on covered active duty or has been called to active duty in the Armed Forces in support of a contingency operation.

Leave for the birth of and to care for a newborn or because of a placement of a child with the employee for adoption or foster care must be taken within 12 months of the birth or placement, and may not be taken intermittently or on a reduced leave schedule (with limited exceptions).

Generally, leaves for other purposes in subsections and covered service member leave may be taken intermittently or on a reduced leave schedule if such leave is deemed medically necessary and if other requirements are met.

In addition, a qualified family member may be eligible for leave for up to 26 weeks during a 12-month period to care for a covered service member. The 26 workweeks of leave in the single 12-month leave period to which an employee is entitled shall be a combined 26 weeks for all available FMLA leave. Nothing shall limit the availability of leave for other reasons to a single 12-month period.

Definitions

A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: an overnight stay in a hospital, hospice, or residential medical care facility; a period of incapacity for more than three consecutive days, combined with continuing treatment or supervision by a health care provider; a period of incapacity due to pregnancy or for prenatal care; a period of incapacity due to a chronic serious health condition; a period of incapacity that is permanent or long term; or, a period of absence during which the employee will receive multiple treatments from a health care provider for restorative surgery or for a condition that would likely result in a period of incapacity of more than three full calendar days in the absence of medical treatment (*e.g.,* chemotherapy, physical therapy or radiation).

A "covered service member" is a current member of the Armed Forces, National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious illness or injury, or a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness who was a member of the Armed Forces (including National Guard and Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that treatment, recuperation, or therapy.

A "serious injury or illness" is one that is incurred by a covered service member on active duty that renders the member medically unfit for active duty or, in the case of a veteran, that manifested itself before or after the member became a veteran.

A "qualifying exigency" is leave that is necessary as a result of a family member's call to active duty including short notice deployment (seven days or less), attending certain military functions and related activities, arranging for alternative childcare and school issues, addressing certain financial and legal arrangements, attending counseling, rest and recuperation, post-deployment activities, and additional activities agreed to between the employer and employee.

Questions about whether a condition is covered as a serious health condition, a serious illness or injury in the case of care for a covered service member, or whether the need for a leave is due to a qualifying exigency, should be directed to Human Resources.

Eligible Employees

To be eligible for a leave, an employee must be employed by the School District for at least twelve (12) months, whether or not consecutive. (A break in service that exceeds multiple years may disqualify the previous period of service. Breaks in service should be discussed with Human Resources.) An employee must also have had at least 1,250 hours of service during the twelve (12) month period before the requested leave and must be employed at a worksite within 75 miles of which 50 or more employees are employed by the School District.

Notice and Documentation Requirements

The employee must give thirty (30) days advance notice of the need for leave. If such notice is not possible, the employee must give as much notice as is practicable. Calling in "sick" without providing more information will not be considered sufficient notice. If the request for leave is due to a previously qualifying reason for which FMLA leave was provided, the employee must specifically reference the qualifying reason or the need for FMLA in the request and, when calling in an unplanned absence, must specifically state that it was FMLA.

When the requested leave is for planned medical treatment for the employee or the spouse, son, daughter, or parent of the employee, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the operations of the School District.

The District will provide required forms and certification requirements to document the basis for a leave, which forms must be returned within 15 days of the District's request for such information. The District may request authentication, clarification, or completion of any of the submitted forms. Upon written notice, the employee must provide the additional information or clarification within seven (7) days.

The District reserves the right to request recertification regarding an employee's FMLA leave in certain circumstances permitted by law, but not more than once every 30 days except under those circumstances specified by the Act or its regulations at the employee's expense.

Second and Third Medical Opinion

The District reserves the right to request certification of a serious health condition (not a serious illness or injury of a Covered Service Member) by another physician specified by the District at the District's expense. In the case of a conflict between two physicians, the District, at its own expense, may obtain a third certification by a physician approved jointly by the District and the employee. The third physician's opinion will be binding on both the District and the employee.

Return to Work

If the absence exceeds three (3) work days before an employee may return to work from a medical leave occasioned by the employee's serious health condition, the employee is required to provide a certification from their doctor that the employee is able to resume work, with or without accommodations.

Consequences for Failure to Provide Information

Failure of an employee to provide the requested forms or requested clarifications or completions in the fifteen (15) day period or the seven (7) day follow-up period provided may result in denial of the leave until the required information is provided. An exception or extension may be given if there are extenuating circumstances.

Use of Paid Time

Employees must use any and all paid time off, including vacation pay and sick pay, to which they are entitled during FMLA leave.

Intermittent or Reduced Schedule Leave

If the reason for a requested leave is due to the serious health condition of either the employee, a spouse, child, or parent, or if the leave is for a qualifying exigency due to a call to active duty of a qualified family member, or if the leave is to care for a Covered Service Member, the employee may be entitled to leave on an intermittent or reduced schedule basis. Such leaves are permitted only where medical necessity is established by written documentation subject to verification, and the employee makes every reasonable effort to schedule the treatment so as not to disrupt the business operation of the department. The leave may not exceed a total of twelve (12) weeks in a twelve (12) month period.

Use of intermittent leave and reduced schedule leave under the FMLA must be used in at least one-hour increments.

Benefits

During FMLA leave, employee group health plan coverage (medical and dental) will be maintained at the level and under conditions coverage would have been provided except for the leave. Any share of health insurance premiums that had been paid by the employee prior to commencing leave shall be paid during the leave. If premiums are raised or lowered, the employee will be required to pay the new premium rates.

If an employee is not able to return to work after exhaustion of their FMLA leave, the School District may recover premiums it paid for maintaining group health plan coverage, unless the reason the employee does not return to work is due to the continuation, recurrence, or onset of a serious health condition that would entitle the employee to leave, or other circumstances beyond the employee's control.

If an employee is not able to return to work or if the employee is eligible for additional leave under the District's Policies, they may be eligible to participate in the group health plan coverage at their own expense under COBRA. The District will not continue the coverage at its expense beyond the FMLA period provided by law. Whether an employee is eligible to continue to participate in other School District insurance programs while on an FMLA leave of absence shall be determined by the terms of the applicable plan.

Employees are prohibited from performing work for other business entities or engaging in self-employment during a leave of absence, unless written authorization from Human Resources is obtained by the employee. Violation of this provision may result in termination of employment.

Restoration to Position

Upon return from an approved FMLA leave, the employee will be restored to their former position or an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. However, an employee on FMLA leave has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period. Key employees may be denied restoration if the District determines that restoration of employment will cause substantial and grievous economic injury to its operation. No employee returning from an FMLA leave will lose any employment benefit that the employee earned or was entitled to before going on such leave. If the employee's leave extends beyond FMLA leave, their employment will end unless the employee requests additional leave prior to the expiration of their FMLA leave and the District determines in its sole discretion that it can provide additional leave without it being an undue burden on its business needs.

Reference: Policy 5.06.

AG 5.07. Paid Medical Leave Act (PMLA).

Under Michigan's Paid Medical Leave Act, "eligible employees," as defined in the Act, will accrue paid medical leave (PML) at the rate of one hour for every 35 hours worked. Eligible employees may not accrue more than one hour of PML per calendar week, or 40 hours of PML per benefit year, whichever is less. Eligible employees may not use more than 40 hours of PML during a benefit year and may not carry over more than 40 hours of PML from one benefit year to another.

PML may be used by an eligible employee in increments of not less than one hour for the following reasons:

A. The eligible employee's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the eligible employee's mental or physical illness, injury, or health condition; or preventative medical care for the eligible employee.

B. The eligible employee's family member's mental or physical illness, injury, or health condition; medical diagnosis, care, or treatment of the eligible employee's family member's mental or physical illness, injury, or health condition; or preventative medical care for a family member of the eligible employee.

C. If the eligible employee or the eligible employee's family member is a victim of domestic violence or sexual assault, the medical care or psychological or other counseling for physical or psychological injury or disability; to obtain services from a victim services organization; to relocate due to domestic violence or sexual assault; to obtain legal services; or to participate in any civil or criminal proceedings related to or resulting from the domestic violence or sexual assault.

D. For closure of the eligible employee's primary workplace by order of a public official due to a public health emergency; for an eligible employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency; or if it has been determined by the health authorities having jurisdiction or by a health care provider that the eligible employee's or eligible employee's family member's presence in the community would jeopardize the health of others because of the eligible employee's or family member's exposure to a communicable disease, whether or not the eligible employee or family member has actually contracted the communicable disease.

Eligible employees who use or wish to use PML will be required to provide documentation acceptable to the District to determine PML is being used only for reasons permitted by Michigan law.

Reference: Policy 5.07.

AG 5.10. Health Insurance Portability and Accountability Act (HIPAA).

The District shall comply with the health information privacy and security requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). District-provided health insurance or medical plans are considered "health plans" within the meaning of HIPAA, and the District is the "Plan Sponsor." In order to assure compliance with HIPAA, the following safeguards are implemented to ensure the confidentiality of protected health information, whether created, received, maintained, or transmitted by the District's Plan, including information in electronic form, whether it is being stored or transmitted.

Authorization: Only District employees designated by Human Resources as requiring access to protected health information for Plan administration purposes shall have such access. These employees may view protected health information necessary to perform their duties for the Plan without express authorization from the Plan member.

Training: District employees authorized to have access to protected health information will annually receive training, will be provided with a copy of the HIPAA privacy policy, and shall annually affirm in writing that they have received the policy.

Security Incidents: Suspected or known security incidents will be identified, responded to, and documented in writing. The harmful effects of such security incidents of which the Plan is aware will be mitigated to the extent practicable.

Physical Safeguards: Plan members' protected health information shall be stored in a locked file used solely for this purpose. Paper documents containing protected health information shall be shredded before being discarded. Electronic files containing protected health information, if any, shall be password protected.

Technical Safeguards: Access to health information maintained electronically will be provided only to those persons who have been granted been designated to receive access rights health information. Procedures for controlling and tracking the handling of hardware and software, and for data backup, storage, and disposal, shall be implemented, including the receipt, handling, and disposal of health information. Employees will be required to close files when leaving their work stations to protect confidentiality.

Contingency Planning: The District shall have a contingency plan to maintain the continuity of operations in an emergency or disaster, and to enable recovery of data following disaster. An annual internal audit of data security will be conducted, including the evaluation of security measures to protect data and review of personnel compliance with the Policy and procedures.

Reference: Policy 5.10.

AG 5.12. Omnibus Transportation Employees.

The District will comply with the provisions related to alcohol and drug testing of transportation policies pursuant to the Omnibus Transportation Employee Testing Act of 1991 ("the Act"). Testing shall take place pursuant to the Act and its implementing regulations, located at 49 C.F.R. Part 40.

Any employee covered by the Act who is found to be in violation of the requirements for their position related to drug or alcohol use or presence in their body, or who fails to engage in testing as required by the District and the testing regulations, shall be subject to discipline up to and including termination.

Reference: Policy 5.12.

AG 5.14. Staffing, Assignment, Layoff and Recall of Teachers.

Placement of Teachers

For purposes of this guideline, "placement" shall mean and include the filling of vacancies, voluntary and involuntary transfers, job sharing, and any decision which involves the placement of a certified teacher in an assignment.

For purposes of this guideline, "teacher" includes individuals whose employment is regulated by the Tenure Act, including but not limited to, individuals with teaching certificates (as defined by the Teacher Certification Code) who are assigned to positions within the District for which the Michigan Department of Education (MDE) requires a teaching certificate. Individuals who do not possess teaching certificates but are serving a probationary period under the Tenure Act are also considered as a "teacher" for purposes of this policy. Individuals who may possess a teaching certificate, but are assigned to a position, for which a certificate is not required, are not subject to this policy or its implementing regulations (*e.g.*, school social workers, school psychologists, school nurses, occupational therapists, etc.). The term "teacher" also includes that term as defined in Section 1249 of the Revised School Code.

"Vacancy" shall mean and include any unoccupied position to be filled by the Board, after all other positions have been filled by District assignments, transfers, or recalls, in the manner and to the extent determined by the District as appropriate.

Decisions regarding the placement of teachers shall be made on the basis of qualifications (as defined by the District, which shall include but not be limited to, state and federal requirements, certification requirements, endorsements, experience and performance), teacher effectiveness (as defined elsewhere in Board Policy or administrative regulations), the academic needs and best interest of District students, and the District's educational program. All placement decisions are within the sole discretion of the District and shall be final.

Insofar as possible, teachers will be placed and assigned to teach in their area of specialization, and teachers' desires and opinions will be taken into consideration regarding changes in assignment.

Teachers shall be assigned in accordance with all state and federal laws and regulations.

The qualifications, certifications or endorsements for open/vacant positions may be amended as such positions become open/vacant. It is the teacher's responsibility to notify the District of changes in certification(s), endorsement(s) or qualifications(s).

Teachers shall be given written notice of their tentative subjects and/or grade assignments for the forthcoming year no later than the close of the preceding school year, absent special circumstances. In the event that there are changes in the tentative assignments, the affected teacher shall be notified and consulted. Nothing in these regulations shall limit the District's authority to make changes in assignments at any time.

The District is not obligated to create part-time positions or facilitate job sharing situations. If the best interests of students are served by the creation of part-time or job-sharing situations, the District may create part-time positions and job-sharing situations.

Requests for transfer for the ensuing school year must be made in writing.

When it is determined that an involuntary transfer of a teacher is in the best interest of the District and/or its students, the teacher shall be notified and consulted as soon as possible, and may upon request be given the reasons for said transfer.

A teacher returning from a leave of absence may be offered a position commensurate with their training, experience and certification if such a position is vacant. A teacher returning from leave is not guaranteed a position with the District. A specific position in a specific school cannot be guaranteed on return from a leave of absence, but reasonable effort shall be made to return the teacher to their original position.

Staffing decisions when making a personnel reduction or recall are subject to the Board Policy on this subject.

Teacher Layoff and Recall

For purposes of this policy, "teachers" include individuals whose employment is regulated by the Tenure Act 1937 PA 4, MCL §38.71 et. seq. It includes administrators holding administrative positions with instructional responsibilities or supervision, including but not limited to building principals, assistant principals, and central office administrators with such responsibilities or supervision.

For purposes of layoff and recall, teacher effectiveness shall be measured by the criteria below, which are intended to be consistent with applicable law, and to the extent there are inconsistencies, the current law shall apply. Furthermore, with respect to administrators whose employment is regulated by the Teacher Tenure Act, the criteria below shall be modified in a manner to be consistent with applicable law.

A. The teacher's individual performance, which shall be the majority factor used in making such decisions. Individual performance shall be measured by a composite of the teacher's ratings on the annual year-end performance evaluation, including:

1. evidence of student growth;
2. the teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of their subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom;
3. the teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching; and
4. the teacher's attendance (excluding absences subject to the Family Medical Leave Act or as "reasonable accommodations" pursuant to the Americans with Disabilities Act) and disciplinary record, if any.

Additional measures of individual performance may be identified by the Superintendent or designee, in which case they shall be published in advance of their application to all potentially affected teachers. The Superintendent or designee may consult with teachers and administrators before identifying such additional factors.

B. Significant, relevant accomplishments and contributions above normal expectations of the teacher's peer group and a demonstrated record of exceptional performance.

C. Relevant special training (beyond District or state requirements) and the demonstrated integration of that training into instruction in a meaningful way.

D. Such other factors as may be identified by the Superintendent or designee provided such factors are consistent with the above factors.

Teachers rated as Ineffective (or Needing Support after July 1, 2024) on their year-end final evaluation shall not be given preference over a teacher who is evaluated as Minimally Effective(or Developing after July 1, 2024), Effective, or Highly Effective. In rare cases, with the written approval and rationale of the Superintendent, an Ineffective (or Needing Support after July 1, 2024) teacher may be retained due to unique certification and/or endorsement status.

Teachers rated as Minimally Effective (or Developing after July 1, 2024) on their year-end final evaluation shall not be given preference over a teacher who is evaluated as Effective or Highly Effective, provided that there are teachers certified and qualified to perform the remaining work, without creating an undue disruption to other teaching assignments or educational continuity, in the opinion of the Superintendent or designee.

Probationary teachers rated as Effective or Highly Effective shall not be displaced by a teacher on continuing tenure solely because the other teacher has continuing tenure.

In the event that a personnel decision within the scope of this policy involves two or more teachers, and all of the above factors, as well as any other job-related factors identified by the Superintendent or designee, are equal, then length of service or tenure status may be considered as the final tiebreaker. This includes situations where teachers may have the same overall rating (for example, where further layoffs are required, and the remaining teachers all have an overall "Effective" rating).

The Superintendent or designee may identify additional job-related tiebreakers related to effectiveness to be utilized before considering length of service or tenure status.

Selection Process and Criteria

In the event that it becomes necessary to reduce the number of teachers, the following procedures shall be followed.

A. The superintendent or designee will identify the teaching positions to be eliminated. The Superintendent or designee shall meet with the applicable Association President at least ten (10) days prior to the meeting at which the Board will consider the layoffs, except under extenuating circumstances, for the purpose of discussing and reviewing the layoffs and related matters.

B. Generally, layoffs shall be made in the following order of priority, provided that the teachers remaining are certified and qualified to teach in the grades or subject areas being reduced:

1. Probationary teachers rated "Ineffective" (or "Needing Support" after July 1, 2024) on their most recent year- end evaluation whose employment has not been terminated through contract non-renewal.

a. It is generally the District's practice to not renew the employment of probationary teachers who are rated Ineffective (or "Needing Support" after July 1, 2024) and thus layoff would not normally be applicable.

b. In the event that probationary teachers rated "Ineffective" (or "Needing Support" after July 1, 2024) are not subject to contract non-renewal, they shall be the first teachers laid off in an area, subject or grade which is being reduced.

2. Tenured teachers rated "Ineffective" (or "Needing Support" after July 1, 2024) on their most recent year-end evaluation.

3. Teachers rated "Minimally Effective" (or "Developing" after July 1, 2024)on their most recent year-end evaluation.

4. Teachers rated "Effective" on their most recent year-end performance evaluation.

5. Teachers rated "Highly Effective" on their most recent year-end performance evaluation.

6. Within any of the above categories, among teachers with identical year-end ratings, individual performance criteria shall be considered in order to retain the most effective teachers in the grades, courses or subject areas being reduced. The Superintendent or designee may also identify other job-related tiebreakers to be used in lieu of length of service or tenure status.

7. Length of service or tenure status shall not be factors in considering the effectiveness of each teacher. However, if the layoff decision involves two or more teachers and all other effectiveness factors distinguishing those teachers from each other are equal, then tenure status or length of service may be considered, with tenured teachers retaining employment over probationary teachers.

8. If all of the above factors are equal, and the teachers have the same tenure status, the length of service may be considered as the final tiebreaker.

Contents of Personnel File

The District will rely on the documentation placed within a teacher's personnel file as of the date the decision is made by the District to issue layoff/recall notices. At all times, it is the teacher's responsibility to timely notify the District in writing of changes in certification or Qualified Status. It is also the teacher's responsibility to maintain certification while on layoff and to notify the District of any changes which may affect the teacher's eligibility for recall, such as certificate renewals, additional endorsements, etc.

It shall also be the responsibility of each teacher to notify the Board of any change in address, and for teachers who have been laid off, their email address. The teacher's home address and email address as they appear on the Board's records shall be conclusive when used in connection with layoffs, recall, or other notice to the teacher.

Notification of Layoff

A. The Board of Education shall endeavor to give twenty (20) calendar days' notice of layoff to the affected teachers.

B. Written notice shall be by hand delivery, certified mail – return receipt requested, or electronic mail (email), as determined by the District.

C. The Superintendent or designee may also provide notice to the affected teachers that the Teachers' Tenure Act allows them the opportunity to appeal the Board of Education's layoff decision to the Tenure Commission with 20 days of receipt of the layoff notice, if they have acquired tenure rights within the District.

Termination of Contract During Layoff

Any layoff pursuant to this procedure shall automatically terminate the individual employment contract of all laid-off teachers and shall suspend, for the duration of the layoff, the District's obligation to pay salary or fringe benefits and any individual or supplemental employment contract as well as all benefits under the teacher's collective bargaining agreement.

Recall

The District will maintain a laid-off tenured teacher on a recall list for up to three years following the effective date of layoff by the District. Probationary teachers will remain on a recall list for the period of time equal to their employment by the District, not to exceed three years. After that time, the teacher's name will be removed from the recall list.

In the event the Board determines to recall teachers, the following procedures shall apply:

A. Identification of Vacancies and Positions

The district has sole discretion to determine: (1) whether a vacancy exists and (2) the certification area and position in which the vacancy exists.

B. Recall Criteria

A teacher is eligible to be considered for recall to a vacant position if the teacher is certified and qualified to fill the position as determined and defined by the District. It is the teacher's responsibility to maintain their certification and to promptly provide documentation of the certification and qualification status to the District.

Decisions regarding filling open teaching positions shall be made with the best interests of students in mind and consistent with Board Policy 5.14. Teachers on layoff shall be considered for open positions that they are certified and qualified to teach.

Absent unusual circumstances, teachers shall not be recalled to positions in which they have not taught within the past five years.

Length of service or tenure status shall not be a factor in considering the effectiveness of each teacher. However, if the recall decision involves two or more teachers and all other effectiveness factors distinguishing those teachers from each other are equal, then tenure status shall be considered, with the tenured teacher being recalled before a probationary teacher. If all of the prior factors are otherwise equal, including tenure status, then length of service may be considered as the final tiebreaker.

The District has sole discretion to determine the appropriate assignment(s) of recalled teachers.

C. Notice of Recall

Notice of recall will be by sending a certified letter to said teacher at the last known address provided by the teacher, or electronic messaging through email, as the District shall determine. As stated above, it shall be the responsibility of each teacher to notify the District of any change of home address and email address.

The notice will include the deadline for acceptance, the date the teacher must return to work, the position and work location to which the teacher is to report.

D. Acceptance of Recall

1. The teacher must deliver to the District written notice of acceptance of recall by the date specified in the notice. The deadline for acceptance may not be less than five (5) days after the notice of recall is mailed, delivered in person, or emailed to the teacher by the District.

2. The teacher must report to work by the date specified in the notice, absent extenuating circumstances as determined by the District.

Termination of Recall Rights

A. Termination of recall rights may be expressed or implied.

B. Termination my result from, but is not limited to, failure to provide timely notice of acceptance of recall, failure to report from layoff to an assigned position in a timely fashion, failure to annually notify the District to remain on the recall list, and/or by rejection of recall.

C. Teachers under contract with other public school districts who refuse recall will be removed from the recall list in GPPSS and shall be considered as having tendered their resignation.

D. Except as stated herein, teachers who decline recall for a reason other than being under contract with another public school district shall lose their recall rights and be removed from the recall list.

E. Teachers who were employed full-time as of the effective date of layoff may decline recall to a less than full-time assignment and preserve recall rights.

F. Similarly, teachers who were employed part-time as of the effective date of layoff may decline recall to a longer assignment and preserve recall rights.

G. Teachers employed part-time as of the effective date of layoff may be recalled to full-time employment depending upon their individual performance, certification, and endorsement status.

Future Changes in Procedure

The District reserves the right to amend, revise or repeal all or any part of these regulations at any future time and no employee shall have any vested right in the continuation of these regulations or any amendment thereof.

Reference: Policy 5.14.

AG 5.16. Performance Evaluations

The following administrative guidelines go into effect July 1, 2024, to reflect the recent changes in law that will then go into effect governing teacher and instructional administrator evaluations.

A. **Teachers**

Evaluation Tool and Rating Labels

The District shall use the teacher evaluation tool that has been approved by the Board, with the understanding that such tool shall be modified as appropriate to reflect that annual performance evaluation ratings have been changed from "Highly Effective," "Effective", "Minimally Effective," and "Ineffective," to "Effective," "Developing," and "Needing Support."

Evaluation Frequency

If a tenured teacher is rated as either Highly Effective or Effective on the teacher's three most recent evaluations, then the teacher may be evaluated biennially or triennially.

Student Growth Component in Teacher Evaluations

With respect to the student growth component of teacher evaluations, 20% of the teacher's year-end evaluation must be based on student growth and assessment data, or "student learning objectives" metrics.

Student growth, assessment data, and "student learning objectives" must be measured using metrics agreed upon through collective bargaining. "Student learning objectives" means measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students.

The portion of a teacher's annual year-end evaluation that is not based on student growth or student learning objectives metrics, must be based primarily on a teacher's performance as measured by the evaluation tool adopted by the school district. The portion of a teacher's evaluation that is not measured using student growth and assessment data or student learning objectives metrics, or using the evaluation tool adopted by the school district, must be based on objective criteria.

Midyear Progress Reports

A midyear progress report shall be required for all first-year probationary teachers and other teachers rated less than Effective on their most recent annual performance evaluation.

Mentors

A mentor or coach shall be assigned to all first-year probationary teachers and other teachers rated less than Effective on their most recent annual performance evaluation.

Classroom Observations

Classroom observation are required as part of the teacher evaluation process, with the following guidelines:

a. All teacher evaluations require two observations;

b. One of the two observations may be unscheduled, but one is not required;

c. An observation must be at least 15 minutes long but not for an entire class period;

d. An observation must continue to include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and review of pupil engagement in the lesson, and:

1. These matters must be discussed during a post-observation meeting between the school administrator conducting the observation and the teacher; and

2. Within 30 calendar days after each observation, the teacher must be provided with written feedback from the observation.

Assignment of Ratings and Teachers Exempt from Evaluation

All teachers who are evaluated are required to receive a rating, except for those that are exempted. If a teacher is evaluated and does not receive an evaluation in writing, the teacher is deemed to be effective.

A teacher must not be assigned an evaluation rating and must instead be designated as "unevaluated" where:

a. The teacher worked less than 60 days in that school year;

b. The teacher's evaluation results were vacated through the grievance procedure; or

c. There are extenuating circumstances and the teacher and the District agree to designate the teacher as unevaluated because of the extenuating circumstances.

If a teacher receives an unevaluated designation, the teacher's rating from the school year immediately before that designation must be used.

Dismissal and/or Requests for Review of Teachers Rated Less Than Effective

A teacher with three consecutive "Ineffective" or "Needing Support" ratings is required to be dismissed from employment; however, any such dismissal must follow the procedures for discharge under the Teacher Tenure Act.

Tenured teachers who receive a "Need Support" rating may request a review by the District's superintendent each year by requesting such review within 30 days of receiving the "Needs Support" rating. The superintendent must provide a written response of his findings with respect to the request within 30 days before making any modifications to the teacher's rating.

If the superintendent's written response does not resolve the matter, the teacher or collective bargaining representative may request mediation with a state mediator, to be submitted in writing within 30 calendar days after receipt of the superintendent's response. Within 15 days of receipt of the request, the superintendent must provide a written response stating that the mediation will be scheduled as appropriate.

If a tenured teacher receives two consecutive ratings of "Needing Support," the teacher may use an applicable contractual grievance procedure to contest the second evaluation rating and the evaluation process. If there is no applicable contractual grievance procedure that ends in binding arbitration, the teacher may request binding arbitration through the American Arbitration Association (AAA) within 30 calendar days after receiving the superintendent's response, subject to AAA rules. The arbitrator has the authority to issue any appropriate remedy.

Evaluator/Rater Reliability Training

Not later than September 1, 2024, and every three years thereafter, each evaluator/rater for the evaluation of teachers must complete rater-reliability training provided by the district.

Such training must include all of the following:

1. A clear and consistent set of evaluation criteria that all evaluators can use when assessing teacher performance;
2. Clear expectations for what evaluators should look for when assessing teacher performance,including identifying key behaviors and practices that are associated with effective teaching;
3. Training of the evaluation process itself, including how to conduct classroom observations, collect data, and analyze results;
4. Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's practice usint the evaluation criteria and establish consistency in the evaluator's evaluations;
5. Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria.

Students Taught by "Ineffective/Needing Support" Teachers

Students are not to be taught in consecutive years by a teacher who has been rated Ineffective or Needing Support. If the District is unable to comply with this requirement, it must notify the students' parents/guardians with an explanation why no later than July 15; however, if a teacher rated "Needing Support" has requested a review of the teacher's rating, then any notice to parents/guardians must be held in abeyance until such review is completed.

B. Instructional Administrators

Evaluation tool and rating labels

The District shall use the instructional administrator evaluation tool that has been approved by the board, with the understanding that such tool shall be modified as appropriate to reflect that annual performance evaluation ratings have been changed from "Highly Effective," "Effective", "Minimally Effective," and "Ineffective," to "Effective," "Developing," and "Needing Support.

Evaluation Frequency

If an instructional administrator is rated as either Highly Effective or Effective on the administrator's three most recent evaluations, then the administrator may be evaluated biennially, with the following exceptions, in which case the administrator must be evaluated annually:

1. the administrator is not rated as effective on one of the biennial evaluations;
2. For a building-level school administrator, the administrator's supervisor or evaluator changes; or
3. For an individual employed as a school superintendent, the individual obtains employment with different school district.

Student Growth Component in Instructional Administrator Evaluations

With respect to the student growth component of instructional administrator evaluations, 20% of the school administrator's year-end evaluation must be based on student growth and assessment data, or "student learning objectives" metrics.

Student growth, assessment data, and "student learning objectives" must be measured using metrics agreed upon through collective bargaining. "Student learning objectives" means measurable, long-term, academic goals, informed by available data, that a teacher or teacher team sets at the beginning of the year for all students.

The portion of an administrator's annual year-end evaluation that is not based on student growth or student learning objectives metrics, or on an evaluation tool, must be based on objective criteria.

Midyear Progress Reports

A midyear progress report shall be required for an instructional administrator each year that the administrator is evaluated.

1. The midyear progress report must include specific performance goals for the remainder of the school year for building-level administrators, or for the remainder of the calendar year for all other administrators, including any recommended training that would assist the administrator in meeting these goals

2. The individual conducting the annual evaluation must develop, in consultation with the administrator, a written improvement plan that includes these goals and training.

3. The midyear progress report must not take the place of an annual evaluation.

Observations of Building-Level Administrators

For a building-level administrator's evaluation, the individual conducting the evaluation shall visit the school building where the building-level administrator works, review the building-level administrator's school improvement plan, and observe classrooms with the building-level administrator to collect evidence of the school improvement plan strategies being implemented and the impact the school improvement plan has on learning.

Mentor

A mentor or coach shall be assigned to each instructional administrator, not including the superintendent, for the first three years in which the administrator is in a new administrative position.

Assignment of Ratings and Administrators Exempt from Evaluation

All instructional administrators who are evaluated are required to receive a rating, except for those that are exempted. If an administrator is evaluated and does not receive an evaluation in writing, the administrator is deemed to be effective.

An administrator must not be assigned an evaluation rating and must instead be designated as "unevaluated where:

a. The administrator worked less than 60 days in that school year;

b. The administrator's evaluation results were vacated through the grievance procedure; or

c. There are extenuating circumstances and the administrator and the District agree to designate the administrator as unevaluated because of the extenuating circumstances.

If an administrator receives a unevaluated designation, the administrator's rating from the school year immediately before that designation must be used if the administrator continues to be employed in the same position that the administrator was employed in the year before the administrator received the unevaluated designation, and the administrator continues to be employed by the same school district that employed the administrator in the year before the administrator received the unevaluated designation.

Dismissal and/or Requests for Review of Administrators Rated Less Than Effective

An administrator with three consecutive "Ineffective" or "Needing Support" ratings is required to be dismissed from employment.

An administrator who receives a "Need Support" rating may request a review by the District's superintendent each year by requesting such review within 30 days of receiving the "Needs Support" rating. The superintendent must provide a written response of his findings with respect to the request within 30 days before making any modifications to the teacher's rating.

If the superintendent's written response does not resolve the matter, the administrator may request mediation with a state mediator, to be submitted in writing within 30 calendar days after receipt of the superintendent's response. Within 15 days of receipt of the request, the superintendent must provide a written response stating that the mediation will be scheduled as appropriate.

If an administrator receives two consecutive ratings of "Needing Support," the administrator may use an applicable contractual grievance procedure to contest the second evaluation rating and the evaluation process. If there is no applicable contractual grievance procedure that ends in binding arbitration, the administrator may request binding arbitration through the American Arbitration Association (AAA) within 30 calendar days after receiving the superintendent's response, subject to AAA rules. The arbitrator must have the authority to issue any appropriate remedy.

With respect to the school superintendent, any new employment contract with the superintendent must include an appeal process concerning the evaluation process and rating received.

Evaluator/Rater Training

The District shall ensure that training is provided to all evaluators and observers of instructional administrator by an individual who has expertise in the evaluation tool used by the district, which may include either a consultant or an individual who has been trained to train others in the use of the evaluation tool. or tools. Such training shall include members of the board of education who evaluate the performance of the superintendent, and training must also be provided to the superintendent regarding the measures used by the evaluation tool and how each such measure will be used.

Reference: Policy 5.16.

AG 5.18. Discipline, Demotion or Dismissal of Teachers.

District administrators may issue corrective/disciplinary action in accordance with these guidelines. These guidelines apply to District teachers within the teacher bargaining unit. Further, these guidelines apply to all personnel (including administrators) whose employment is regulated by the provisions of the Michigan Teachers' Tenure Act, and fall within the definition of a "teacher" as set forth in Article 1, Section 1, of the Michigan Teachers' Tenure Act, MCL §38.71. All such persons subject to these regulations are hereafter referred to as "teachers".

Complaints

Any formal complaint regarding teachers made to the administration by a parent, student or other person which is directly considered in evaluating teacher performance or conduct, or is to be placed in the teacher's personnel file, shall be called to the teacher's attention as promptly as circumstances warrant. The District shall investigate the complaint to determine its accuracy before placing it into a teacher's file or taking any other action. As part of the investigation, the teacher is expected to fully cooperate with the investigation. A teacher's written response to a complaint will be attached to any copy of the complaint placed in the personnel file.

At the discretion of the administration, the identity of a parent or student complainant may be withheld if warranted by the circumstances.

When dealing with complaints pertaining to a teacher, the District or its administrators shall generally do the following:

A. Encourage the complainant to discuss their concern directly with the teacher, whenever the administrator believes it is appropriate to do so;

B. Conduct, or cause to be conducted, an investigation of the complaint or criticism as the administrator determines is required to determine its accuracy; and

C. Consider the nature and severity of the complaint or criticism, together with the teacher's prior record of conduct and performance, when determining the corrective or disciplinary action (if any) to be taken.

There may be circumstances in which, due to the nature of the complaint, the administrator does not immediately refer the complainant to the teacher. At all times, the best interests of the students and District shall be considered.

Teachers' Representation

A teacher shall be entitled to have a representative of the Association present during any investigatory interview which could reasonably result in disciplinary action. When a teacher request for such representation is made, no action shall be taken with respect to the teacher until such representation is present, provided that such representation is not unduly delayed that may compromise the investigation.

Standard for Discipline

No teacher shall be disciplined or demoted for a reason that is arbitrary or capricious.

As used in this paragraph, the term "discipline" or "disciplined" shall not include the non-renewal of any probationary teacher; provided, however, that a bargaining unit member who has not completed their probationary period and who has no right of appeal to the State Tenure Commission will not be demoted or discharged on the basis of an arbitrary or capricious reason.

The Board agrees to follow a policy of progressive discipline which, unless the seriousness of the offense warrants accelerated discipline, may include any of four steps, as determined by the appropriate District administrator:

A. verbal warning (which may be documented in the teacher's personnel file);

B. written reprimand;

C. suspension without pay not to exceed fourteen (14) days per incident or thirty (30) days per school year; or

D. demotion (suspension without pay longer than fourteen (14) days per incident or 30 days per school year) or tenure charges recommending termination of employment – depending on the severity of the problem and the number of occurrences.

There may be circumstances when one or more steps are bypassed or accelerated. There are certain types of employee conduct the nature of which warrants a suspension without pay for a first offense, or, in situations that in the Administration's opinion are serious in nature, action seeking the termination of employment, without going through the usual progressive discipline steps.

Administrative Leave

The District retains the right to place a teacher on administrative leave pending review or investigation of complaints or other information which warrants such placement in the opinion of administration. Generally, administrative leave shall be with pay, unless a teacher has been convicted of a felony or is subject to bond conditions or other lawful orders which prohibit job performance, or the teacher is not otherwise required to continue to receive pay under the Tenure Act.

Demotion

Per the Tenure Act, demotion refers to suspension without pay for fifteen (15) or more consecutive days, reducing compensation for a particular school year by more than an amount equivalent to thirty (30) days' compensation, or transfer to a position with a lower salary (excluding changes in salary due to collective bargaining). The discontinuance or reduction of performance-based compensation paid pursuant to section 1250 of the Revised School Code, or a reduction in personnel or work time, including but not limited to a reduction in workweeks or workdays, do not constitute a demotion.

Tenure Charges

Teachers on continuing tenure shall be dismissed or demoted through the procedures of the Tenure Act. When tenure charges are filed against a teacher, the Board of Education is allowed to suspend the teacher from the active performance of duty with pay, and, in special circumstances, without pay. For example, the Board of Education may place a suspended teacher's salary in escrow if criminal charges have been filed against that teacher. To provide another example, if tenure charges seeking dismissal have been filed against a teacher on continuing tenure who is convicted of a felony or the teacher is subject to bond conditions that prohibit contact with minor children, salary shall be discontinued.

Probationary Teacher Dismissal

A probationary teacher may be dismissed at any time in accordance with the provisions of the Tenure Act.

Probationary Teacher Nonrenewal

A probationary teacher serving a probationary period of four (4) or five (5) years must be notified at least fifteen (15) days before the end of the school year (typically June 30) that his or her services will be discontinued. If such probationary teacher started employment for the District after the first student day, or experienced a break in service, notice shall be provided at least fifteen (15) days before the end of the probationary year.

A probationary teacher serving a probationary period of two (2) years must be notified at least sixty (60) days before the end of the school year (typically June 30) that his or her services will be discontinued. If such probationary teacher started employment for the District after the first student day, or experienced a break in service, notice shall be provided at least sixty (60) days before the end of the probationary year.

Ineffective/Needing Support Ratings

The contract of a probationary teacher rated Ineffective/Needing Support on the final year-end performance evaluation shall not be renewed.

Any teacher on continuing tenure shall be subject to tenure charges seeking dismissal if they are rated Ineffective/Needing Support on three (3) consecutive final year-end evaluations.

In the District's discretion, a teacher on continuing tenure who receives an overall rating of Ineffective/Needing Support on a final year end evaluation may be subject to tenure charges seeking dismissal after one or two years of such ratings.

Minimally Effective Ratings

The contract of a probationary teacher rated Minimally Effective/Developing on the final year-end performance evaluation may not be renewed.

Upon administrative recommendation, teachers on continuing tenure who receive a final year end evaluation rating of Minimally Effective/Developing in one or more goal areas may be subject to tenure charges seeking dismissal following one or two (2) years of such ratings.

Rebuttal

A teacher may submit a written response to any disciplinary record or other adverse material placed in their file, provided such response is provided within a reasonable time. The response shall be attached to the disciplinary record or other material to which it applies, and if the disciplinary record or other material is released to a third party, the attached response shall also be released with it.

Appeal Procedure - Discipline Not Subject to the Tenure Act

Who May Appeal

Teachers on continuing tenure may appeal discipline, demotion, and dismissal which are subject to the Tenure Act in the manner provided by the Tenure Act. Discipline which is subject to the jurisdiction of the State Teacher Tenure Commission is excluded from this appeal procedure. Disciplinary action not subject to the Tenure Act that includes an unpaid suspension of three (3) or more days may be appealed to the Board Committee under this appeal procedure.

Probationary teachers may appeal disciplinary action and dismissal that includes an unpaid suspension of three or more days through this appeal procedure. Contract non-renewal is not disciplinary and is thus excluded from this appeal procedure.

How to Appeal

For purposes of this Appeal procedure, "days" shall mean days when school is in session, and, during the months of June, July and August, when school is not in session, "days" shall mean Monday through Friday, excluding weekends and holidays.

A teacher dissatisfied with a supervisor's disciplinary action may appeal in writing to the Superintendent or designee within ten (10) days, stating the reason(s) for the appeal. The Superintendent or designee will meet with the interested parties and decide the appeal in writing within ten (10) days after that meeting.

The teacher may appeal the Superintendent's decision by making a written request to the appropriate Board Committee (as identified by the Superintendent or designee) within ten (10) days following receipt of the Superintendent's decision. The Board Committee will meet with the interested parties, generally within twenty (20) days, and issue a decision in writing with ten (10) days after the meeting. The Association representative may participate in any such meeting on behalf of the teacher.

Timelines may be extended by written agreement of the participants. The decision of the Board Committee is final and binding.

Leave of Absence

Upon administrative recommendation, the Board of Education may place a teacher on an unrequested leave of absence for up to one (1) year because of physical or mental disability. The unrequested leave of absence is subject to renewal at the will of the Board of Education. As a condition of reinstating the teacher when the leave expires, the Board of Education or its Superintendent or designee may require the teacher to furnish verification acceptable to the Board of the teacher's ability to perform his or her essential job functions.

Subject to applicable law, the District reserves the right to amend, revise or repeal all or any part of this procedure at any time, and no teacher shall have any vested right in the continuation of this procedure or any amendment thereof.

Reference: Policy 5.18.

AG ARTICLE VI: FINANCES

AG 6.01. Fiscal Management.

The Superintendent designates the Deputy Superintendent for Business and Operations to annually review the District's financial processes, procedures and internal controls and the governing law and accounting principles, and to make recommendations for possible revisions to such processes, procedures and controls.

Reference: Policy 6.01.

AG 6.05. General Purchasing.

The procurement of supplies, materials, equipment and services is necessary to carry out the School District's operating purposes. The Deputy Superintendent for Business and Operations is the District administrator designated with the responsibility for ensuring District procurements, given the circumstances, are: consistent with its school operating purposes and programs; conducted in a manner which is in compliance with all applicable legal requirements and Board policies; conducted in an efficient manner to maintain District operations; and done in a manner which seeks to secure the best possible cost for the District.

In situations where professional or other services, such as architectural, legal, engineering, consulting, and auditing services, are necessary for the District, the District recognizes that familiarity with District personnel, practices, and facilities often provides the most effective services and that there are advantages in maintaining continuity in the provision of these services. Unless otherwise required by law, these services do not require bidding or annual re-bidding. However, in certain situations where the Superintendent or Board of Education considers it in the District's best interests, the District may competitively bid such services to ensure that the services and associated fees/costs are aligned with the District's best interests and industry norms. When the District elects to secure contracts for services, the criteria and basis for such selection and award will be determined by the Board of Education, following recommendations from the Superintendent, on a case-by-case basis.

Reference: Policy 6.05.

AG 6.07. Construction.

The procurement of labor and materials for the construction, addition, renovation or repair of School District buildings and facilities is necessary to maintain these assets and carry out the School District's operating purposes. The Deputy Superintendent for Business and Operations is the School District administrator designated with the responsibility for ensuring School District construction procurements, given the circumstances, are: consistent with its school operating purposes and programs; conducted in a manner which is in compliance with all applicable legal requirements and Board policies; conducted in an efficient manner to maintain School District operations; and done in a manner which seeks to secure the best possible cost for the School District.

In situations where professional or other services, such as architectural, engineering, construction management, technology designer, owner's representative and other consulting services are necessary for the School District to engage in connection with a construction project, the School District recognizes that familiarity with School District personnel, practices, and facilities often provides the most effective services and that there are advantages in maintaining continuity in the provision of these services. Unless otherwise required by law, these services do not require bidding or annual re-bidding. However, in certain situations where the Superintendent or Board of Education considers it in the School District´s best interest, the School District may competitively bid such services to ensure that the services and associated fees/costs are aligned with the School District´s best interests and industry norms. When the School District elects to secure contracts for professional services, the criteria and basis for such selection and award will be determined by the Board of Education, following recommendations from the Superintendent, on a case-by-case basis.

Reference: Policy 6.07.

AG 6.09. Investments.

The Superintendent designates the Deputy Superintendent for Business and Operations to annually review the District's investment procedures and internal controls and the governing law and accounting principles, and to make recommendations for possible revisions to such processes, procedures and controls.

The District shall use investments to maximize the returns on the District's excess cash balances, while reasonably controlling the risk of loss and maintaining an acceptable level of liquidity in those investments to meet the District's operating needs. To this end, the District will track, through its financial reports and investment authorizations, the credit risk, concentration of credit risk, interest rate risk and foreign currency risks related to its investments.

Investments of available monies from the several funds of the District may be made in:

A. bonds, bills, or notes of the United States; obligations, the principal and interest of which are fully guaranteed by the United States; or obligations of the State;

B. certificates of deposit issued by a state or nationally-chartered bank or a state or Federally-chartered savings and loan association, savings bank, or credit union whose deposits are insured by an agency of the United States government and which maintains a principal office or branch office in Michigan;

C. certificates of deposit of a public corporation(s) (CDs) in insured depository institutions in accordance with the following conditions:

1. the funds are initially invested through a financial institution that is not ineligible to be a depository of surplus funds belonging to this State under MCL §21.146;

2. the financial institution arranges for the investment of the funds in certificates of deposit in one (1) or more insured depository institutions, as defined in 12 USC §1813, or one or more insured credit unions, as defined in 12 USC §1752, for the account of the District;

3. the financial institution acting as custodian for the District is insured by an agency of the United States;

4. the financial institution acts as custodian for the school district with respect to each certificate of deposit;

5. at the same time that the funds are deposited and the certificate or certificates of deposit are issued, the financial institution receives an amount of deposits from customers of other insured depository institutions equal to or greater than the amount of the funds initially invested by the District through the financial institution

D. commercial paper rated prime 1 or prime 2 at the time of purchase and maturing not more than 270 days after the date of purchase;

E. securities issued or guaranteed by agencies or instrumentalities of the United States government;

F. United States government or Federal agency obligation repurchase agreements;

G. bankers' acceptances issued by a bank that is a member of the Federal deposit insurance corporation;

H. mutual funds composed entirely of investment vehicles that are legal for direct investment by a school district;

I. investment pools, as authorized by the surplus funds investment pool act, MCL §§129.11 to 129.118, composed entirely of instruments that are legal for direct investment by a school district.

When there is a possibility that interest rate changes could adversely affect the fair value of a District's investment, as determined under Generally Accepted Accounting Principles (GAAP) standards, the Deputy Superintendent for Business and Operations shall determine which of the following method(s) will be used to assess and control such risks:

A. segmented time distribution;

B. specific identification;

C. weighted average maturity;

D. duration;

E. simulation model.

These methods shall be implemented as defined by the Government Accountability Standards Board. The Board may apply different methods to different investment.

Investments in U.S. Treasury securities and those other securities completely guaranteed by the Treasury as to payment of principal and interest may be purchased in any dollar amount or up to 100% of the available reserves.

Investments in securities shall be with authorized investment institutions and dealers that must establish eligibility by meeting all of the following requirements.

A. primary and regional dealers that qualify under Securities and Exchange Commission Rule 15C3-1 (uniform net capital rule);

B. capital of no less than $10,000,000;

C. registered as a dealer under the Securities and Exchange Act of 1934;

D. a member of the National Association of Securities Dealers (NASD);

E. registered to sell securities in Michigan; and

F. the firm and assigned broker have been engaged in the business of effecting transactions in United States government and agency obligations for at least five (5) years.

The Deputy Superintendent for Business and Operations is authorized to contract with a depository for the operation of a cash management system under the following conditions:

A. the contract is in writing;

B. the contract provides for the investment of funds by the depository with the written approval of the Assistant Superintendent for Business;

C. the investments are made in accordance with State law with maturities not to exceed two (2) years; and

D. the contract is awarded using the District's bidding procedure.

Money in the several funds of the School District shall not be commingled for the purpose of making an investment authorized by MCL §380.1223. The District, however, may establish and maintain one common debt retirement fund for bond issues of like character.

Earnings on an investment shall become a part of the fund from which the investment was made.

Funds of the Board may be withdrawn from approved public depositories or negotiable instruments owned by the Board and sold before maturity at the sole discretion of the Deputy Superintendent for Business and Operations acting within the law.

The Deputy Superintendent for Business and Operations may include in the monthly report to the Board all cash in all accounts on deposit as well as the investment assets of the Board. This report shall disclose credit risk, concentration of credit risk, investment risk and foreign currency risks to Board investments in accordance with Generally Accepted Accounting Principles.

The Board may adopt a resolution at its annual organizational meeting, authorizing electronic fund transfers and the Treasurer or the Electronic Transfer Officer (ETO) as authorized agent(s) to complete such transactions on behalf of the Board. The Automatic Clearing House (ACH) authorizing resolution shall include all of the following:

A. That an officer or employee designated by the Treasurer or ETO is responsible for the local unit's ACH agreements, including payment approval, accounting, reporting, and generally for overseeing compliance with the ACH policy.

B. That the officer or employee responsible for disbursement of funds shall submit to the local unit documentation detailing the goods or services purchased, the cost of the goods or services, the date of the payment, and the department levels serviced by payment. This report can be contained in the electronic general ledger software system of the local unit or in a separate report to the governing body of the local unit.

C. A system of internal accounting controls to monitor the use of ACH transactions made by the local unit.

D. The approval of ACH invoices before payment.

E. Any other matters the Treasurer or ETO considers necessary.

Investment professionals utilized by the District should be advised of the District's investment requirements and restrictions as appropriate.

Reference: Policy 6.09.

AG 6.11. Travel Payment and Reimbursement.

Payment and reimbursement rates for per diem meals, lodging, and mileage shall be approved by the Superintendent annually. The mileage rates shall not exceed the IRS prescribed mileage rate.

Employees are expected to exercise the same care incurring travel expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Unauthorized costs and additional expenses incurred for personal preference or convenience will not be reimbursed.

Unauthorized expenses include, but are not limited to, alcohol, movies, fines for traffic violations, and the entertainment/meals/lodging of spouses or guests.

Reference: Policy 6.11.

AG 6.12. Fixed Assets/Inventory.

The Superintendent designates the Deputy Superintendent for Business and Operations to annually, or more often if necessary, update the District's fixed asset schedule.

Reference: Policy 6.12.

AG ARTICLE VII: FACILITIES AND OPERATIONS.

AG 7.01. Toxic Hazard and Asbestos Hazard Emergency Response.

Hazard Determination

The District's Toxic Hazard Preparedness ("THP") Officer shall rely on Material Safety Data Sheets ("MSDS") from material suppliers to meet hazard determination requirements.

Labeling

The THP Officer is responsible for ensuring that:

1. all in-incoming containers 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.

Material Safety Data Sheets (MSDS)

1. The THP Officer will be responsible for compiling the master MSDS file.
2. MSDSs will be available for review to all employees. Copies will be available upon request to the principals and other supervisors.
3. The THP Officer shall procure MSDSs on all purchase orders.
4. The THP Officer or Human Resources personnel shall provide supervisors with the required OSHA Right to Know poster and postings notifying employees of new or revised MSDSs within five (5) days of receipt of a new or revised MSDS.

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 or computer web class and be given a Hazardous Materials handbook which will have information on:
    - **d.** chemicals and their hazards in their work areas;
    - **e.** how to lessen or prevent exposure to these hazardous chemicals;
    - **f.** what has been done to lessen or prevent workers' exposure to these chemicals;
    - **g.** procedures to follow if they are exposed to these chemicals;
    - **h.** how to read and interpret labels and MSDSs.
3. After attending the class in person or on-line each employee shall acknowledge in writing having received the written materials outlined above and received the safety training.
4. Before any new hazardous material is utilized in the District, appropriate employees will be given relevant information regarding the material. Supervisors will be responsible for seeing that MSDSs on the new chemical are available.

Reference: Policy 7.01.

AG 7.02. Pest Management.

As mandated by Policy 7.02, 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 to reduce an existing population to an acceptable level. An emphasis is placed on manipulation of the pest environment to the point that it will not support a pest population.

Michigan law requires that certain conditions must 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:

A. the pesticide applicator must have attended an approved IPM program;

B. there must be an IPM plan in place for the building.

Definitions

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, or virus, bacteria, or other microorganism.

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.

Ready-to-Use Pesticide: A pesticide which is 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.

Communication — Sighting Log

A Pest Sighting Log and recordkeeping data will be used as part of the communication process. The building administrator(s) will ensure that pest sightings are recorded in the log.

Applicator Credentials

A person who applies a pesticide in a school building MUST have attended an approved IPM training session.

Pesticide applicators who 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.

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 that is 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 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 pesticide applications shall be maintained and contain:

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 that were 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 Schools

This section contains information regarding parental notification and applications of insecticides, fungicides, and herbicides made in and around school property.

A. Notification

Within thirty (30) days of the beginning of each school year, the building principal or a 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 state 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 notice 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 a designee shall provide an annual written notification 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:

1. The first method shall be by posting at the entrances to the school.

2. The second method shall be one (1) of the following:

i. E-mail.

j. Posting on the school's website

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 identify the approximate location of the application, the scheduled day or date of application, the type of pesticide to be applied, the method of application, and the target pest.

B. Use of Insecticides, Fungicides, and Herbicides

1. Liquid spray or aerosol insecticide applications shall not be made in a room of a school building 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 administrator of any reentry 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 administrator or a designee to ensure that the appropriate signs are posted.

A. 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.

B. Ornamental or Turf Applications

The primary point or points of entry must be posted. Postings shall remain at least twenty-four (24) hours.

Reference: Policy 7.02.

AG 7.10. Food Service Programs.

The District's food service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including, but not limited to, current United States Department of Agriculture (U.S D.A.) Dietary Guidelines for Americans and the USDA Smart Snacks om School nutrition standards.

The food service program will follow a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system, which shall be implemented with the intent of preventing food-borne illnesses.

The food service program shall also comply with the Healthy Hungry-Free Kids Act of 2010.

Food service in the District shall be the responsibility of the Business Department.

All meals provided will be sold on a cash basis each day or paid in advance through an account system, with the exception of students under a free meals program. Payment for school meals is expected at the time of purchase. Parents are expected to regularly monitor their child's meal account balance. The District recognizes, however, that, at times, students may come to school without sufficient funds in their meal account balance. If so, students may charge up to three lunches.

Overdue lunch charges will be managed by the Business Department. Communication and payment options should be provided to a student's parent or guardian. If resolution cannot be made, an alternative nutritional lunch may be provided for the student. Bad debt shall also be managed by the Business Department. If resolution cannot be made, the Superintendent may resolve the debt using alternative District resources.

Substitutions to the standard meal requirements shall be made at no additional cost to a student who is certified by a licensed physician to have a disability which restricts their diet, in accordance with the criteria in 7 CFR 15 (b) (3); the certification shall identify the disability and major life activity affected by the disability; an explanation of why the disability affects the diet of the student; the food(s) to be omitted from the student's diet; and the food that to be substituted.

On a case by case basis, substitutions to the standard meal requirement may be requested at no additional cost to a student who is not disabled but has a signed statement from a medical authority stating the student cannot have certain food items due to a medical condition or other special dietary needs. The medical statement shall include the medical or dietary need that restricts the student's diet, the food(s) to be omitted from the child's diet, and the food(s) that may be used as a replacement.

For non-disabled students who need nutritional equivalent milk substitute, only a signed statement by a physician is required.

Free and reduced-price food services are available to eligible students. Free and Reduced Meal applications may be found in each school's main office. Recipients must complete a new application each year to determine eligibility.

Reference: Policy 7.10.

AG 7.12. Copyrighted Works.

Board Policy 7.12 provides that the District shall comply with the federal Copyright Act. The copyright laws, particularly in education, can be confusing and vague. The following guidelines are to assist staff in determining permitted uses of copyrighted material within the District. Staff members are expected before reproducing copyrighted material to determine if the proposed use is permitted under the Copyright Act. If staff members are unable to make such a determination on their own, they should consult with their building principal before beginning any reproduction project.

The Copyright Act provides protection of authorship of all works regardless of their format. These works include the traditional authorship of books, magazines, journal articles, photographs, art works, graphics, video sculpture, music, databases, software or multimedia and any transformed media into digitized format.

Willful acts of infringement of the copyright laws are prohibited.

Single Copy for Teacher's Use

A single copy from a copyrighted work may be made of the following by or for a teacher for use in teaching, in preparation for teaching, or for scholarly research purposes:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay or short poem, whether or not part of a collective work;
- A chart, graph, diagram, cartoon or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies of copyrighted work, but not to exceed one copy per student in the class, may be made by or for the teacher for classroom use as follows:

- A complete poem if less than 250 words and if printed on not more than two pages;
- An excerpt, containing not more than 250 words, from a longer poem;
- A complete article, story or essay of less than 2500 words;
- An excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less.
- One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- Certain "special works" in poetry, prose or in "poetic prose" which may combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, not to exceed 2,500 words in their entirety. Such "special works" may not be reproduced in their entirety but an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text may be reproduced.

Exception for Spontaneous Usage

Copying of copyrighted works not specifically provided for above may nevertheless take place in the following limited circumstance:

- The copying is at the instance and inspiration of an individual teacher, and
- 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.

General Requirements

Copying of copyrighted works, as permitted above, is not intended to serve as a substitute for the purchase of books or periodicals.

All copies of copyrighted works must include a notice of copyright.

The Superintendent, on behalf of the District, shall maintain full use, rights, and privileges on all software, manuals, devices, documents and programs, and related materials developed by staff during work periods for which they are compensated.

Reference: Policy 7.12.

AG 7.13. Privacy of Social Security Numbers.

Except as permitted below, use, publication, or action that could lead to the disclosure of all or more than four sequential digits of the social security number of a District employee, student or other individual is prohibited.

The prohibition on the use of all or more than four sequential digits of an individual's social security number does not apply to the following:

1. Use that is required, authorized or permitted by State or Federal law, rule, regulation, or court order or rule.
2. Use to provide such information to a law enforcement agency, court or prosecutor as part of a criminal investigation or prosecution.
3. Use in a document sent as part of an application or enrollment process initiated by the individual.
4. Use in a document 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.
5. An administrative use in the ordinary course of a business, by a person or a vendor or contractor of a person, to do any of the following:
    - **k.** Verify an individual's identity, identify an individual, or do another similar administrative purpose related to an account, transaction, product, service, or employment or proposed account, transaction, product, service, or employment.
    - **l.** Investigate an individual's claim, credit, criminal, or driving history.
    - **m.** Detect, prevent, or deter identity theft or another crime.
    - **n.** Lawfully pursue or enforce a person's legal rights, including, but not limited to, an audit, collection, investigation, or transfer of a tax, employee benefit, debt, claim, receivable, or account or an interest in a receivable or account.
    - **o.** Lawfully investigate, collect, or enforce a child or spousal support obligation or tax liability.
    - **p.** Provide or administer employee or health insurance or membership benefits, claims, or retirement programs or to administer the ownership of shares of stock or other investments.

Reference: Policy 7.13.

AG 7.17. Website Accessibility.

The District recognizes the importance of ensuring accessibility of its website for students, prospective students, employees and the District's guests with disabilities.

A. Website Accessibility Compliance Standards

With regard to the District's website and any information provided through the District's website ("Online Content") which is developed by, maintained by, or offered through a third-party vendor or by open sources, the District is committed to compliance with the provisions of Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 USC § 794, and its implementing regulation at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 (Title II), so that students, prospective students, employees and the District's guests with disabilities are able 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; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any of the District's programs, services and activities delivered online as required by Section 504 and Title II.

The District will adhere to the applicable and existing standards for website accessibility, including the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAIARIA) 1.0 for web content, or other standard or combination of standards that will render the Online Content accessible. In the event that the standards, laws and/or regulations change, the District will conform its policies and procedures to meet the change in the standards, laws and/or regulations.

B. Website Accessibility Coordinator and Training

The Website Accessibility Coordinator for the District is:

Garrett Kelley, Director of Instructional Technology
20601 Morningside Drive
Grosse Pointe Woods, MI 48236
(313) 432-5160
kelleyg@gpschools.org

The Website Accessibly Coordinator will be responsible for the coordination and implementation of the Website Accessibility Policy, and all other requirements relating to accessibility of the District's website. The Website Accessibility Coordinator will undergo annual training (along with any other staff responsible for creating or distributing information with Online Content) on the Website Accessibility Policy and their roles and responsibilities to ensure that web design documents and multimedia content are accessible. The training will be facilitated, in whole or in part, by an individual with sufficient knowledge, skill, and experience to understand and employ the technical standard(s) adopted by the District. With regard to staff who have already been fully trained at least once on the Web Accessibility Policy, the annual training requirement can be satisfied by disseminating notice that includes the Web Accessibility Policy *(e.g ,* via email with a link to the Website Accessibility Policy), highlights any Website Accessibility Policy updates, and provides the Web Accessibility Coordinators' names, phone numbers, and email addresses, with a notation that they serve as a resource for staff with questions about the accessibility of Online Content.

C. Accessibility Complaints

Students, prospective students, employees and the District's guests with disabilities may report violations of the technical standard(s) used by the District, file a formal complaint through the District's Section 504 and Title II grievance procedure (through the District's Section 504 Coordinator), and/or contact the Web Accessibility Coordinator with any accessibility concerns. Website accessibility complaints regarding the inaccessibility of Online Content should include:

- Name of complainant
- Contact information of complainant (telephone number and email address)
- Date of complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired

Complaints shall be submitted in writing, via email, or by online form (linked on website). Complaints shall be automatically routed to the Website Accessibility Coordinator. The Website Accessibility Coordinator shall contact the Complainant within five (5) business days. If the information cannot be made accessible, the information shall be promptly provided by equally effective alternate access.

Records of each complaint, correspondence and resolution shall be maintained by the Website Accessibility Coordinator. Complaints filed through the District's Section 504 and Title II grievance procedure shall be filed with the District's Section 504 Coordinator. If a Complaint is filed through the District's Section 504 Coordinator, a copy of the Complaint shall also be provided to the Website Accessibility Coordinator.

D. Accessibility Audit

An accessibility audit will be completed initially after implementation of the Website Accessibility Policy and thereafter annually under the direction of the Web Accessibility Coordinator, during which information provided by the District through its Online Content is measured against the technical standard(s) adopted in the Web Accessibility Policy. All problems identified through the audit will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

E. Accessibility of Third-Party Sites

Some of the pages on the District website contain links to third-party sites. The District is not responsible for the Online Content or accessibility of third-party sites that do not relate to the District's programs, services and activities. The District makes no assurances regarding the accessibility of any Online Content that is posted, hosted or offered on the District's website by an individual or entity outside of the control of the District. The District will take steps reasonably calculated to prevent an individual or entity outside the control of the District from posting on the District's website, and agrees to promptly remove any inaccessible content once the District becomes aware of such content.

Online Content developed by, maintained by or offered through a third-party vendor or by using open sources, which is related to the District's programs, services and activities will be made accessible under the District's Section 504 and Title II legal obligations, except where doing so would impose a fundamental alteration or undue financial and administrative burden.

The District, through the Website Accessibility Coordinator, will take the following steps to ensure accessibility of Online Content provided by third-parties which relate to the District programs, services and activities:

- Use an accessibility validation tool to review the accessibility of the third-party website;
- Inform third-party developers of the District's policy regarding website accessibility;
- Provide links to third-party developers with information and resources on implementing website accessibility; and

- Provide an alternate method to obtain the information provided on third-party websites as it pertains to the District programs, services and activities.

F. Fundamental Alteration or Undue Financial and Administrative Burden

The District, in providing equally effective alternate access, shall take actions that do not result in a fundamental alteration or undue financial and administrative burdens, but nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the same benefits and services as their nondisabled peers. In those circumstances where the District's Web Accessibility Coordinator believes that the proposed action would fundamentally alter the service, program, or activity would result in undue financial and administrative burdens, the District has the burden of proving that compliance would result in such alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the Superintendent or their designee after considering all resources available for use in the funding and operation of the service, program or activity and must be accompanied by a written statement of the reasons reaching that conclusion. If an action would result in such an alteration or such burdens, the District shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that, to the maximum extent possible, individuals with disabilities receive the benefits and services provided by the District.

Reference: Policy 7.17.

AG 7.18. Acceptable Use Policy: Technology and Internet Safety.

The District provides Technology Resources to support the educational and professional needs of its students and staff District Technology Resources afford students the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital age. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system does not serve as a public access service or a public forum, and is subject to the following reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology Resources by principles consistent with applicable local, State and Federal laws and the District's educational mission. The Board's Acceptable Use Policy ("Policy") and these guidelines govern use of District Technology Resources and personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the user is on District property or at a District-sponsored activity.

Individuals who use district technology are expected to:

A. Respect the privacy of other users. Users shall not intentionally seek information, obtain copies, modify files, data or passwords belonging to other individuals; represent themselves as another user, unless explicitly authorized to do so by that individual; attempt to gain unauthorized access to files, programs or network services; or disclose information whose release violates the Family Education Rights and Privacy Act ("FERPA").

B. Follow copyright law, patent law, and licensing agreements for software programs and websites. Users shall not plagiarize text, copy photographs, download Internet material, create unauthorized copies of software, or exceed license counts for purchased programs.

C. Preserve the integrity of computers and network systems. Users shall not intentionally develop, distribute, or implement programs that harass other users, infiltrate a computer or computing system and damage or alter software, a computer, or a computing system.

D. Report any misuse of the network to an administrator. Misuse is commonly viewed as any message or file sent or received that indicates or suggests pornography, violence, unethical or illegal solicitation, racism, sexism or inappropriate language.

E. Refrain from creating, sending, disclosing or accessing inappropriate materials. This includes text files, pornographic material, viruses or files dangerous to the integrity of the network.

F. Maintain the integrity of the electronic mail (email) system. Individuals are responsible for all mail sent or received under their user account. An individual who receives material that may be objectionable should immediately report it to an administrator.

G. Use district technology only for educationally relevant purposes and/or appropriate professional activities. This includes all software, hardware, data files, and the Internet.

H. Respect physical and data security. Users shall not share usernames and passwords and will follow suggested guidelines for passwords. Users shall show appropriate care for all hardware and technology. Users shall not circumvent security procedures put in place by the district such as antivirus updates, security patches, and content filtering.

I. Adhere to the student code of conduct and other District policies regarding zero tolerance of bullying and/or cyberbullying.

Users have no right to or expectation of privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network, Internet connection or Cloud-based resources).

Pursuant to Federal law, the District has implemented technology protection measures that protect against (*e.g.,* filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. The technology protection measures may be configured to protect against access to other material considered inappropriate for users to access. The District also utilizes software and/or hardware to monitor online activity of users to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The Superintendent or designee may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures, or to enable access for *bona fide* research or other lawful purposes.

Pursuant to Federal law, users shall receive education and training about the following:

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (*e.g.*, "hacking," "harvesting," "digital piracy," "data mining," etc.), cyberbullying and other unlawful or inappropriate activities by users online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above, and will monitor the online activities of students while at school. Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All users of District Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Users will be assigned a school e-mail account that they are required to utilize for all school-related electronic communications. Emails shall be retained in accordance with the State of Michigan Record Retention and Disposal Schedule, and then automatically purged at the expiration of the applicable schedule.

Students may only use District Technology Resources to access or use social media if it is done for educational purposes in accordance with their teachers' approved plan for such use.

Users who disregard the Policy and these guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Technology Resources that are not authorized by the Policy and these guidelines.

Reference: Policy 7.18.

AG Article VIII: COMMUNITY RELATIONS

AG 8.02. Freedom of Information Act.

In accordance with Board Policy 8.02, the Superintendent has issued procedures and guidelines necessary to implement in the District the Michigan Freedom of Information Act. The FOIA Procedures and Guidelines are attached to these Guidelines as Appendix C. In addition, Michigan law requires the District to publish a written summary of its FOIA Procedures and Guidelines. The written summary is attached to these Guidelines as Appendix D.

Reference: Policy 8.02.

AG 8.04. Complaints.

Complaints about District staff, programs or practices should be resolved at the lowest possible administrative level. In most cases this will be the building principal.

Complaints can be formal or informal. Informal complaints are often shared with administration through casual interactions and do not require any further action on the part of administration after the interaction ends.

A formal complaint should be in writing and signed by the complaining party or parties. It should set forth the specific acts, conditions or circumstances of concern, and identify the relief being requested, that is within the authority of the District to grant. A formal complaint may be admitted to the building principal, another building administrator, or a central office administrator, who will ordinarily refer ft to building administration for consideration.

A building administrator should offer to meet with the complainant to discuss a formal complaint. Following the meeting, a written, formal response to the complaint shall be provided within five (5) school days, either recording the resolution of the complaint or otherwise responding to the complaint.

If the person registering the complaint is not satisfied with the response to the complaint, the person may request that central office administration review the matter. The Superintendent, or the Superintendent's central office designee, shall review the matter, and may meet with the complainant and/or perform an investigation as appropriate. The Superintendent or a designee shall provide a written response within fifteen (15) days of any meeting with the complainant or receipt of the request for review, whichever is later.

If the complaint has been investigated by the Superintendent's designee, and has not been resolved to the citizen's satisfaction, the citizen may request, within five (5) school days, that the complaint be reviewed by the Superintendent.

The parties involved in the complaint will have the opportunity to meet with the Superintendent within 15 school days after the Superintendent receives the designee's decision. The Superintendent will make a decision and notify the citizen, in writing, within ten (10) school days after: receiving the complaint and the designee's decision, if the parties involved in the complaint have not requested a meeting with the Superintendent; or, within ten (10) school days of meeting with the parties involved in the complaint.

Reference: Policy 8.04.

AG 8.06. Use of District Facilities.

The Board of Education maintains a policy of allowing the reasonable use, by properly organized and responsible community groups, of its buildings and grounds ("facilities'). The District's facilities have been provided by taxpayers primarily for educational uses, but such facilities may also be available for general community use, particularly for activities of groups that supplement the educational, recreational, cultural, and civic activities of children and the community.

Classification of Users

The school program has first priority in the use of all facilities. The priority of other uses for facilities is divided into five classes. Within each class, the facilities will be made available on a non-discriminatory basis.

A. Class I — School Groups

This classification includes groups whose membership and sponsor are members of the student body, District staff, community education, parent groups sponsored by the school, and/or recognized bargaining units representing District employees, or which have been approved by the Superintendent as supporting the educational needs of or promoting readiness for students potentially entering The Grosse Pointe Public School System.

B. Class II — Youth Groups (Intermittent Use)

This classification includes groups not affiliated with or sponsored by the District, but which are youth-oriented and whose membership thus largely consists of District students or youth who reside in the District. Examples include the Boy Scouts and Girl Scouts, the Neighborhood Club's youth activities, and the Little League or other youth athletic organizations.

C. Class III — Youth Groups (Bulk Use)

This classification includes youth-oriented clubs and athletic organizations not affiliated with or sponsored by the District. These youth groups, which may otherwise fall under Class II or Class IV, primarily consist of youth who reside in the District and are typically non-profit, however, this classification is reserved those youth groups whose usage of District facilities exceeds a bulk-use threshold of 100 events per year. Examples include high-volume little league, soccer, and football leagues. Class III rentals may be subject to scheduling regulations to ensure such rentals do not interfere with District use of its facilities, and rentals for pool, turf field, Sunday or holiday rentals will be subject to additional approvals for use and additional fees.

D. Class IV — Other Non-Profit Community Groups

This classification includes not-for-profit groups whose membership largely consists of members of the community who are not students of the District or who reside in the District. Examples include civic organizations, local government agencies, the Neighborhood Club's adult activities, and other recreational activities.

E. Class V – Other Groups

Other groups, including profit-making organizations, will be permitted to use District facilities when the anticipated use is not harmful to the public image of the District and will not result in misuse, overuse, or abuse of school property.

General Regulations

A. To avoid disruption of the school day and school activities, District facilities will be available to groups in Classes II, III, IV and V beginning not less than fifteen (15) minutes after the conclusion of the school day, or on days (such as weekends) on which school is not in session. Notwithstanding this provision, units of government shall be permitted to use District facilities during school hours to conduct Federal, State, or local elections.

B. Use of District facilities shall be subject to the schedule of fees and/or rental charges established from time to time by the Superintendent. The Superintendent or designee may waive or permit reduced fees and charges for Class I or II groups.

C. No activities shall be conducted in or upon District facilities until an application for such use has been submitted to and approved by appropriate District representatives. Applications shall be made in the form provided by the District, and shall first be submitted to the building principal to establish and approve the availability of the facility. Upon receipt of building approval, the application shall be forwarded to the Deputy Superintendent of Business Services for final approval. The District reserves the right to reject a usage application submitted by a group which has previously damaged or destroyed school property, or which has acted contrary to its usage permit, these regulations, or law.

D. A copy of the application approved at both the building and District level shall constitute a permit for the approved use. No variation from the terms of the permit by the permit holder will be allowed. Changes are allowed as follows:

1. When unforeseen circumstances require the school to use a facility for which a permit has been granted, or when maintenance or other work must be done in or about the facility in order to permit normal school operation to continue, the District may cancel the permit. The District shall notify the permit holder of such cancellation as soon as possible. In the event of such a cancellation of the permit, the District shall return any prepaid rental and application fee to the permit holder.

2. An organization, which has been granted a permit, may cancel its use by notifying the District in writing at least ten (10) calendar days before the scheduled time for use. If cancellation occurs more than ten (10) days before the scheduled use, any prepaid rental and application fee shall be returned to the permit holder. A permit holder will be responsible for the full rental and application fee if it fails to give ten (10) days' notice of cancellation.

E. The following terms and conditions are incorporated in each application and permit:

1. The permit holder is responsible for supervising the activities of persons using the facility for which it has obtained a permit, and shall take reasonable steps to prevent injuries or damage to persons and property.

2. The District shall be fully released from and indemnified against any and all liability and costs whatsoever to persons or property for injuries or damages resulting from the use of the facilities described in the permit, or any other use to which the permit holder puts the facility.

3. The permit holder will reimburse the District for the full cost of repairing any damage, over and above ordinary wear, to the facility during the permit holder's use of the facility, including damage caused by any member of the public.

4. Liability insurance coverage, as the District may require, shall be obtained at the user's cost. Such insurance shall be in a form acceptable to District administrators, and a certificate of

insurance coverage shall be furnished to the District upon request. If deemed necessary by the District, the user shall provide a reasonable security deposit and/or security measures (including, without limitation, security personnel) as directed, at the user's cost.

5. The District shall be fully indemnified and released from any claim asserted by a municipality for reimbursement of additional expense for fire and/or police protection resulting from the use of a facility by an organization or individual.

6. No permit holder shall assign or sublease its permit without prior written approval of the Superintendent or designee.

7. Permit holders shall not use a District facility as their mailing address.

8. The permit holder shall indicate in all literature and other promotional materials in connection with the event to which the permit applies that the permit holder is not affiliated with the District, and shall not use an image or the name of the District or facility in materials promoting the event to which the permit applies.

F. Permits granting use of a facility expire with the close of the school year on June 30. Annual, seasonal, and extended time use applications should be submitted at least two (2) months before the proposed starting date of the use.

G. The District reserves the right to use, for any purpose, any portion of a facility not specifically reserved by the permit at the same time the permit is in effect.

H. A permit holder shall not serve food during an event unless proper licensing has been secured from the Wayne County Department of Health. The public sale of materials, except as incidental to the program for which a permit has been issued, is prohibited on District premises.

I. The school principal must approve any decorations erected in connection with a permitted use. Any such decorations must also satisfy any legal requirements of the State of Michigan and local municipalities. Approved decorations must be erected so as not to damage or destroy District property. Decorations shall be removed from the facility by the permit holder before 8:00 a.m. on the day after the use.

J. With respect to fire prevention and safety:

1. Smoking on school property is prohibited.

2. Use of open flames at a I)istrict facility, except as part of the school curriculum, is prohibited.

3. Exits and corridors must be kept free of obstructions to ingress and egress.

K. The possession or use of alcoholic beverages on school property is prohibited.

L. Permit holders shall not use District supplies or materials. Permit holders' supplies and materials may be stored in a District building only with the permission of the building administrator.

M. Permit holders may use District equipment only if and to the extent stated in the permit.

N. Appropriate shoes must be worn by participants using gymnasium floors.

O. A use permit is subject to immediate cancellation if these regulations or any other requirements imposed by the District arc not followed, or if there is a violation of law while District facilities are being used.

Reference: Policy 8.06.

AG 8.07. School Visitors.

Resident and parent visits shall be made in accordance with the following guidelines:

A. Visits shall normally be scheduled with the teacher and the building principal to the extent possible. Unscheduled visits are discouraged.

B. Such visits are for the purpose of becoming acquainted with school instruction, programs, personnel, operation, and/or the facility.

C. Visitors shall refrain from giving directions or making evaluations of personnel or operating procedures during their visits.

D. If a school visit leaves a visitor with a concern, this concern should be discussed first with the building principal, and then the Deputy Superintendent or Superintendent.

E. Board members who have children in the schools and therefore have parental opportunities to converse with their child's teacher, counselor or administrator shall make it clear that they are speaking and/or visiting as a parent and not as a member of the Board.

Reference: Policy 8.07.

AG 8.09. Advertising; Distribution or Posting of Information.

"Outside organizations" is defined as any organization or individual that is not officially affiliated with the District or an individual school or department or a Recognized Student Group within the school system. NOTE: All parent support groups (*e.g.*, parents' clubs, booster clubs, PTOs, Kids Club or equivalent, and community services) are officially affiliated with the District.

Materials from outside organizations or individuals may be distributed to students and/or staff as follows:

A. Materials may be posted on a District electronic bulletin board through application to the Superintendent or Designee and payment of a designated fee, if applicable. The electronic bulletin board is open to both for-profit and non-profit organizations offering educational or recreational opportunities for youth and parenting programs. The following disclaimer will appear on the electronic bulletin board:

Information posted on this electronic bulletin board is provided as a community service. All organizations posting information on this site have applied to the District

B. Materials that have been approved by the Superintendent or Designee and posted on the electronic bulletin board may also be displayed on designated school literature racks or counters provided that the racks or counters post a sign with the disclaimer listed in A above.

C. No materials from outside organizations may be distributed in student backpacks, attached to school newsletters, announced on district public address systems or video systems, displayed on district bulletin boards (except as noted above) or walls, transmitted on district television channels, placed in staff mailboxes, or printed on school system photocopiers or computer printers, except that such means may be used in the following limited circumstances:

1. Materials publicizing programs that are sponsored by or co-sponsored by the District in collaboration with other organizations, may be distributed by these means provided that such materials are approved by the Superintendent or designee. The Superintendent or designee will notify building administrators to let them know that the materials have been approved for distribution.

2. Materials publicizing programs offered by student-led after-school programs in accordance with the Federal Equal Access Act may be distributed by these means provided that such materials have been reviewed and approved by the Superintendent or designee. The Superintendent or designee will notify building administrators to let them know that the materials have been approved for distribution.

Nondiscrimination Policy

The district operates as a limited open forum. Therefore, decisions regarding distribution of materials must be conducted in a neutral and nondiscriminatory manner.

Reference: Policy 8.09.

AG 8.10. Volunteers.

In its Policy 8.10, the Board recognizes the value of volunteers. The Board states, however, that District administrators shall be not be required to accept a volunteer whose history or skills are not in accord with District standards and needs. No person has a right to volunteer in a school or a program in the District, and the decision of whether to accept a particular volunteer is left to the sound discretion of District administration.

Volunteers who have completed the required pre-screening process and are otherwise approved by District administration are subject to all Board policies and District guidelines while on duty as a volunteer, and may be asked to sign a form recognizing these obligations.

Reference: Policy 8.10.

AG 8.13. Posting of Board of Education Electronic Communications.

Board Policy 8.13 requires District administration to publish on the District's website copies of all e-mails sent by a Board member (whether initiated by the Board member or in response to any other e-mail) to a quorum of the Board, subject to the requirements of Michigan's Freedom of Information Act and Policy 8.02. The following guidelines will be used for implementation of the Policy 8.13.

Before posting, all e-mails will be reviewed by the District's Freedom of Information Act (FOIA) Coordinator or the Coordinator's designee. The Coordinator is encouraged to consult with legal counsel if there are questions as to whether particular e-mails should be published.

In general, e-mails required to be published under Policy 8.13 will be published within five (5) business days of when their existence becomes known.

Consistent with the Board's directive that publication of Board member e-mails is subject to FOIA and Policy 8.02, e-mails containing material as described below are exempt from publication, either in whole or in part:

A. E-mails whose publication would cause the District to violate its obligations under the Family Educational Rights and Privacy Act ("FERPA").

B. E-mails whose publication would infringe upon the personal privacy of members of the community, including, without limitation, emails that would disclose the addresses, phone numbers, and/or e-mail addresses of members of the public or individual staff members of the District.

C. E-mails that address pending litigation to which the District is a party, or litigation being contemplated by or threatened against the District. As used in this guideline, "litigation" includes arbitration or other administrative proceedings.

D. E-mails that address pending labor negotiations between the District and one (1) or more of its employee unions.

E. E-mails that, if published, would result in a waiver of the District's attorney-client privilege or any other evidentiary privilege upon which the District is entitled to rely.

F. E-mails that contain threats to District personnel or property of the District.

G. E-mails whose publication would violate the District's policy on the proper use of technology.

H. E-mails containing information that is otherwise exempt from publication under the Freedom of Information Act.

I. E-mails containing information that legal counsel has advised administration subjects or may subject the District to civil or criminal liability.

If an e-mail contains material which is exempt from publication under this policy as well as material which is not exempt, administration will attempt to separate the exempt and nonexempt material and publish the nonexempt material. If separating exempt from non-exempt material is not reasonably possible or feasible, the e-mail shall not be published.

In order to comply with Policy 8.13, administrators will be expected to regularly review the District-provided e-mail accounts of Board members to determine whether e-mails required to be published have been sent by Board members. Administrators are not required to search e-mails received by Board members through their District-provided accounts. Administrators are not expected to search the personal e-mail accounts of Board members, and may not do so without the consent of those Board members. Administrators shall publish e-mails required to be published if brought to their attention by Board members, subject to the exemptions identified above.

The FOIA Coordinator or the Coordinator's designee shall maintain a log describing all e-mails whose publication would otherwise have been required under Policy 8.13 but which have not been published for one (1) of the reasons identified in the preceding section of this guideline.

E-mails required to be published, in whole or in part, under Policy 8.13 and this guideline shall be posted on the District's website as follows:

A. E-mails regarding an agenda item shall be linked to the agenda item. Such emails shall remain on the District website so long as the agenda to which they are linked remain on the website.

B. E-mails not related to an agenda item shall be accessible by a link entitled "School Board Electronic Communications." Such e-mails may be removed from the District website on a rolling twelve (12) month basis.

Reference: Policy 8.13.

APPENDICES TO ADMINISTRATIVE GUIDELINES

APPENDIX A: STUDENT CODE OF CONDUCT

Introduction

GPPSS recognizes its responsibility to foster a healthy learning community for all students, and embraces its obligation to support safe and meaningful educational experiences for the diverse population of Grosse Pointe Public Schools.

The District acknowledges that the scope of academic and social opportunities provided to each student will vary, as required to meet both the individual and the collective needs of students attending Grosse Pointe Public Schools. Staff in the district are charged with understanding the needs of the full range of students, and creating pathways for each student to achieve goals that are rich, relevant and meaningful in both a student's personal and social contexts. The conduct expected of students in order to reach those goals is as varied as their goals might be, and is therefore best enumerated within the student's academic and social learning spaces. GPPSS equips staff to recognize and support useful student conduct that contributes to meeting each student's personal goals.

At the same time, the District recognizes that some behaviors are generally expected from all students, since these promote a healthy school environment. Such behaviors include accountability, courtesy, empathy, honesty, openness, and respect for self, for others and for personal and school property. GPPSS expects students to exhibit such qualities in their conduct at all times, in order to support a successful learning community for everyone.

In creating a Student Code of Conduct, the District recognizes that specific conduct can detract from the ability of students to benefit from school services and can significantly diminish the culture of learning GPPSS intends. Certain conduct can also create an unsafe and disorderly environment for students and staff. This document will enumerate that conduct (though not exhaustively), so that rules and regulations regarding student conduct are generally identifiable for students, parents and staff.

Though students are responsible for their conduct, the District affirms its commitment to supporting students to manage their own behavior by:

1. Focusing staff and students on school practices and policies that promote appropriate school behavior and respectful learning environments.
2. Communicating student behavioral expectations to students and parents/guardians.
3. Equipping teachers with effective instructional and classroom management strategies.
4. Creating student-appropriate consequences for unacceptable behaviors.
5. Using restorative practices along with meaningful interventions and alternatives to exclusion from school (when appropriate).

The District also takes responsibility for respecting, at all times, the rights and privileges of the student as defined in this Student Code of Conduct. In disciplining students and regulating their conduct, the District strives to ensure that guidelines and consequences are appropriate and proportionate in nature, consistent with applicable law, constructive and limited to that which is reasonably necessary to promote the District's educational objectives and the educational well-being of the student.

The Student Code of Conduct also provides a clearly defined opportunity for a student who stands accused of unacceptable conduct to have a fair appeal process – one that allows for the student's learning to continue.

In all cases, the hallmark of the exercise of disciplinary authority shall be understanding, reasonableness and fairness.

Substantial effort shall be made by staff members to resolve problems through effective use of District resources in cooperation with the student and the student's parent or guardian.

The District strongly encourages students who witness or are otherwise made aware of potential conduct by another student that is or may be dangerous to other students or staff members to report the conduct to an administrator, staff member or other adult. While the District understands that peer pressure and a sense of loyalty make reporting the conduct of others challenging, as students mature they recognize that the protection of the safety of others is often more important than protecting a fellow student who has engaged or is about to engage in dangerous conduct.

Application and Scope of the Code

The Student Code of Conduct covers all students enrolled in the District (including during summer school), and is applicable to a student's conduct:

1. On any premises owned, leased or used by the District;
2. In a motor vehicle owned or leased by the District or being used for a school-related purpose;
3. At a school-related event, activity or function;
4. Traveling (by vehicle, on a bicycle, on foot, or any other way) to or from school or a school-related event, activity or function; and
5. In any other location, where the conduct has a sufficient connection to or with the District, District personnel or students, or District property that it adversely and significantly affects, interferes with or endangers good order or the educational environment at school, or the proper functioning of the educational process; or where application to non-school locations is expressly provided for.

The fact that the Code of Conduct applies to all students in the District does not mean that all offenses are to be handled in the same way, regardless of the age and grade level of the student. Ranges of possible consequences for each offense are provided, and the District expects and intends that students' age and grade levels will be factors taken into account in determining a proper level of consequence.

Implementation of the Code

Implementing and enforcing the Code is primarily the responsibility of the principal. When used in the Code, the term "principal" is the assigned principal, an acting principal, an assistant principal, or any other individual so designated by the principal or central administration. Principals shall keep records of disciplinary action.

When the nature of an offense permits, disciplinary consequences will occur progressively, with the intent to provide guidance and counseling whenever possible. In cases of severe offense, however, it may be necessary to proceed directly to an advanced level of disciplinary action.

Removal of a Student from School Pending Investigation

The Board has determined that when an administrator deems it necessary, the administrator may temporarily remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary:

A. to complete the investigation of an alleged infraction or incident,

B. to defuse a situation that could become worse without such removal, or

C. in unusual circumstances, to permit the student to be accorded due process, as defined in this policy, which shall be accorded as soon as possible thereafter, or

D. for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident that prompts it may conclude in disciplinary action. If the incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

Confidentiality of Disciplinary Records

A student's record of disciplinary action is confidential. Parents or guardians may request and receive a copy of a school record of disciplinary action about their own child. Except as required by law or State mandate, or in keeping with a parent's written request, or a student's written request if age 18 or older, a student's record of disciplinary action is not released.

Reporting Certain Offenses to Local Police and Michigan State Police

In compliance with MCL §380.1308, as amended, and the Response Guide for Reportable Incidents issued as part of the Statewide School Safety Information Policy, the District is required to report certain incidents of student misconduct or other activity on school property to local police agencies and, in some cases, the Michigan State Police, within the limits of the Family Educational Rights and Privacy Act.

The following must be reported to local law enforcement:

A. Active violence incident.

B. Incident involving a threat of violence or serious incident that could jeopardize the safety of students and staff (such as an armed student, weapons on school property, intruder, active threat, hostage incident, gang violence, etc.).

C. Death or homicide.

D. Physical assault in which the victim alleges injury, the victim is a member of school staff, there is injury to the victim or suspect that requires medical attention, or the suspect used a weapon during the assault.

E. Drive-by shooting.

F. Arson, explosive or fire incident that could jeopardize the safety or students or staff.

G. Bomb threat.

H. Suicide attempt.

I. Threat of suicide (to the extent regarded as a genuine threat) using the District's threat assessment protocol.

J. Sexual assault (criminal sexual conduct) incident.

K. Robbery or extortion.

L. Significant (over $100 in value) larceny, or larceny motivated by hate or gang-related.

M. Trespass incident where the trespasser is asked to leave and fails to do so, where the trespasser could jeopardize the safety of students or staff.

N. Unauthorized removal of a student from school.

O. Drug or alcohol use or overdose.

P. Drug or alcohol possession or sale.

Q. Incident on a school bus or at a bus stop that could jeopardize the safety of students or staff.

Building administrators have the discretion to report other types of student misconduct to local police agencies in the interests of protecting the safety of students and staff.

Police interrogation of students, if any, shall comply with Board Policy 4.16.

In addition to the report to local law enforcement, the following must be reported within 24 hours of the incident or the school learns of the incident to the Michigan State Police, using the form provided at www.research.net/r/schoolsafety_incidentreport.

1. Armed robbery.

2. Arson.

3. Criminal sexual conduct.

4. Extortion.

5. Gang-related activity.

6. Illegal possession of controlled substances or alcohol (including the Youth Tobacco Act).

7. Larceny (theft).

8. Physical assault or other crime involving physical violence.

9. Trespassing.

10. Unarmed robbery.

11. Vandalism.

For property crimes, the report must include an estimate of the cost to the District resulting from the crime.

Matters reported to the State Police are for information purposes, and not for law enforcement purposes.

Nondiscrimination

The District does not discriminate on the basis of race, color, national origin, sex, gender orientation, disability, or age in the imposition of discipline upon District students.

Considerations Before Imposition of Discipline; Restorative Practices.

In accordance with state law and Board Policy 4.09, and except as specifically provided below, before a student may be suspended, expelled or permanently expelled, the District administrators making the disciplinary decision shall consider each of the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student is a student with a disability;
4. the seriousness of the violation or behavior committed by the student;
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member;
6. whether restorative practices will be used to address the violation or behavior committed by the student; and
7. whether a lesser intervention would properly address the violation or behavior committed by the student.

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Superintendent has developed an appropriate checklist to be used to document consideration of these factors.

Except as provided below, the District has discretion over whether to suspend, expel or permanently expel a pupil. In exercising this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless the administration can demonstrate that it considered each of the factors listed above.

The obligation to consider the factors listed above shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

The District shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. If the District suspends or expels a student, the District shall consider using restorative practices in addition to suspension or expulsion. The obligation to consider restorative practices shall not apply to a mandatory expulsion for possession of a firearm in a weapon-free school zone.

"Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. Restorative practices shall be considered as an alternative or in addition to suspension or expulsion of a student. The Superintendent has established procedures for the use of restorative practices within the District.

Offenses

Listed below are offenses committed by District students that may lead to discipline, along with a range of possible penalties. This list is not exhaustive.

Physical Altercations

Physical altercations between students may involve different levels of severity. This Code recognizes three such levels: "inappropriate physical behavior;" "fighting," which is more serious; and the most serious, "physical assault." Ordinarily, a fight will not rise to the level of a physical assault, although an act that causes or incites a fight may constitute a physical assault if it is sufficiently serious – *i.e.,* unprovoked, unanticipated, or unusually violent. Physical altercations that are not serious enough to be classified as a physical assault will generally be classified as "fighting" or "inappropriate physical behavior."

Inappropriate Physical Behavior: A student shall not engage in roughhousing, shoving, hitting, slapping and other inappropriate physical behavior that does not rise to the level of "fighting" or "physical assault."

Consequence: Administrative alternatives through suspension.

Fighting: A student shall not engage in hostile physical contact with another individual, or inciting or prompting others to fight.

Consequence: Temporary Separation through expulsion.

Physical Assault: A student shall not intentionally cause or attempt to cause physical harm to another through force or violence.

Consequence: Suspension through permanent expulsion.

Property

Intentional or Reckless Destruction of Property/Vandalism: A student shall not intentionally or recklessly act in such a way as to damage the property of others, including the District.

Consequence: Temporary separation through permanent expulsion.

Negligent Destruction of Property: A student shall not through negligence or carelessness, but not intentionally, act in such a way as to damage the property of others, including the District.

Consequence: Administrative alternatives, including restitution.

Theft: A student shall not steal, or attempt to steal, or knowingly be in the unauthorized possession of, school property or the property of another person.

Consequence: Administrative alternatives through expulsion.

Harassment

Bullying: A student shall not engage in conduct that violates the District's anti-bullying policy. Under Board Policy Article IV, Section 13, "bullying" means any written, verbal or physical act, or any electronic communication, including, but not limited to, cyberbullying (via social media or otherwise), that is intended or that a reasonable person would know is likely to harm one (1) or more District students, either directly or indirectly, by doing any of the following:

A. substantially interfering with educational opportunities, benefits or programs;

B. adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;

C. having an actual and substantial detrimental effect on a student's physical or mental health; or

D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Consequence: Administrative alternatives through expulsion.

Discriminatory Harassment: A student shall not intentionally engage in harassment relating to a person's sex, sexual orientation, gender identity, race, color, national origin, religion, height, weight, marital status, or disability. "Harassment" means any threatening, insulting, or dehumanizing gesture, use of technology (including social media), or written, verbal or physical conduct directed against a student or a group of students or a school employee that:

A. places a student or school employee in reasonable fear of harm to their person or damage to their property;

B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or

C. has the effect of substantially disrupting the orderly operation of a school.

Consequence: Administrative alternatives through expulsion.

Sexual Harassment: A student shall not intentionally engage in sexual harassment of another person. Under Board Policy Article IV, Section 12, "sexual harassment" consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

A. submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity; or

B. submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or

C. such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Consequence: Administrative alternatives through expulsion.

Threats/Intimidation: A student shall not take any action that is designed to, reasonably likely to, or actually does, coerce, threaten, intimidate or jeopardize the safety of a student or staff member, including, without limitation, a person who is participating in an investigation or proceedings conducted under the Student Code of Conduct.

Consequence: Suspension through permanent expulsion.

Academic Misconduct

Cheating: A student shall not engage in academic cheating, including, but not limited to, the giving or receiving of unauthorized aid or assistance or the giving or receiving of unfair advantage in any form of academic work.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Copyrighted Materials: A student shall not knowingly and unlawfully duplicate, reproduce, retain or use material protected by copyright or trademark.

Consequence: Administrative alternatives through suspension.

Forgery: A student shall not use the property, including the handwritten or electronic signature, of another without the other's permission.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Plagiarism: A student shall not present or use the language, structure, idea and/or thought of another as the student's own.

Consequence: Administrative alternatives through expulsion. Academic consequences may also be imposed, such as a failing or reduced grade on a test or assignment.

Illegal Substances

Alcohol/Drugs Possession/Consumption: A student shall not use, consume, possess, attempt to possess, or be under any degree of influence of alcoholic beverages or illegal drugs. Nor shall a student possess drug paraphernalia. Additionally, a student may not willfully misuse medication or other substances, including over-the-counter treatments or products that could result in intoxicating effects. The Board understands that determining if a student has used alcohol or drugs can be difficult without objective criteria. Consequently, the Board authorizes administration to use alcohol and drug detection devices.

Consequence: 5-day temporary separation through expulsion. Participation in a student assistance program may be required.

Alcohol/Drug Supply: A student shall not sell, supply or arrange for the sale or supply of any alcohol or illegal drugs, drug paraphernalia or 'look-alike' substances that are misrepresented as alcohol or drugs.

Consequence: Suspension through permanent expulsion.

Inhalants or Other Chemical Substances: A student shall not manufacture, use, consume, possess, attempt to possess, deliver, or be under any degree of inhalants or intoxicating chemical substances of any kind.

Consequence: Suspension through permanent expulsion.

Smoking: A student shall not smoke, chew, or otherwise use or have in their possession or under their control tobacco in any form, or any device or paraphernalia of any kind that may be used for smoking. A student shall not smoke or otherwise use or possess e-cigarettes and/or vaporizers ("vaping").

Consequence: Three-day temporary separation through suspension.

Other Infractions

Arson: A student shall not burn, or attempt to burn, a school building, structure or property; or intentionally set, or attempt to set, a fire on school property; or cause, or attempt to cause, an explosion on school property; or engage in conduct that violates Michigan's arson statutes.

Consequence: Suspension through permanent expulsion.

Bomb Threat or Other Threats of Mass Harm: A student shall not threaten to set off a bomb or other explosive or dangerous device, or otherwise threaten the school in general by threatening to bring a weapon(s) to school in order to harm multiple students or staff members.

Consequence: Suspension through permanent expulsion.

Closed Campus Violation: A student shall not leave their school campus other than at the end of the school day without permission of school staff or other authorization.

Consequence: Administrative alternatives through suspension.

Clothing/Dress Code: A student shall not dress or groom in a way that violates a District or building dress code, or that interferes with the safety or health of the student or other students or creates, or potentially creates, a disruptive influence on the educational environment.

Consequence: Administrative alternatives through temporary separation.

Coercion, Extortion, Blackmail: A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not obtain, or attempt to obtain, money or other items of value from an unwilling person, nor shall a student by threats and/or violence, force another person to perform an act unwillingly.

Consequence: Suspension through expulsion.

Criminal Sexual Conduct:

A. A student shall not engage in conduct which violates Michigan's Criminal Sexual Conduct law (MCL §§750.520b, c, d, e or g).

Consequence: Expulsion through permanent expulsion.

B. **Regardless of location**, a student shall not engage in conduct which violates Michigan's Criminal Sexual Conduct law (MCL §§750.520b, c, d, e or g) with another student enrolled in a school in the District.

Consequence: Expulsion through permanent expulsion.

C. **Actions by Alleged Victims of Sexual Assault**

A student who reports being, or is reported to have been, the victim of sexual assault or an attempted sexual assault – defined as being the victim of criminal sexual conduct under MCL §§750.520b, c, d, e, or g – and who commits an action immediately preceding, immediately following, or that could reasonably be tied to the sexual assault incident, shall not be expelled or suspended for more than 10 school days as a result of that action, unless 1) the student is convicted of or found responsible for certain crimes or actions identified in MCL §380.1310e(2)(a) and (b); 2) a Title IX investigation has concluded that the report of sexual assault is conclusively false; or (c) the Board of Education or its designee, after considering all facts, determines that an expulsion or suspension of more than 10 days is justified.

[**NOTE:** Under state law, the District **may** suspend or expel a student who **commits** criminal sexual conduct with another District student. The District **shall** suspend or expel a student who is **convicted**, by plea or adjudication, of criminal sexual conduct with another District student.]

Disrespect: A student shall not use abusive language that is intimidating or hostile in reference to, among other factors, race, gender, religion, color, creed, disability, height, weight, physical appearance, sexual orientation, nationality, or ancestry, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

Consequence: Administrative alternatives through suspension.

Disruptive Activity: A student shall not engage in any concerted activity designed or reasonably likely to disrupt the educational environment or the operations of a school or the District, such as a strike, a refusal to attend a class or to leave a classroom or a school when directed, or disruption of a class or a school by noise, passive resistance or other disturbance, nor shall a student influence or urge other students to engage in such behavior.

Consequence: Administrative alternatives through expulsion.

Electronic Communication or Media Devices: A student shall not possess or use an electronic device at times or in locations that are not permitted, or in ways that violate the District's Acceptable Use Policy.

Consequence: Administrative alternatives through suspension.

False Alarm: A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report, or tamper with fire or other alarm or emergency equipment in a way that causes or is likely to cause a false alarm, or causes or is likely to cause the equipment to be unable to transmit an alarm.

Consequence: Administrative alternatives through suspension.

False Allegations: A student shall not libel, slander, defame or make false allegations against another student, a District employee, contractor, volunteer or Board member.

Consequence: Administrative alternatives through expulsion.

False Identification: A student shall not use another person's identification or give false identification to any school official with intent to deceive school personnel or to falsely obtain money or property.

Consequence: Administrative alternatives through expulsion.

Falsification of Records: A student shall not falsify information on District forms or records or cause them to be altered.

Consequence: Administrative alternatives through expulsion.

Felony: A student shall not commit a criminal act on school premises, in a school-related vehicle, or at a school-sponsored activity or trip that results in being convicted of a felony offense.

Consequence: Temporary separation through expulsion.

Fireworks, Explosives, Dangerous Substances: A student shall not possess, attempt to possess, handle or transmit any fireworks or substance that can explode, or is capable of inflicting bodily injury or causing physical discomfort to another person.

Consequence: Temporary separation through permanent expulsion.

Fraud or Misrepresentation: A student shall not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value or for any other reason.

Consequence: Administrative alternatives through expulsion.

Gambling: A student shall not engage in gambling or illegal games of chance of any kind, or be in possession of gambling paraphernalia.

Consequence: Administrative alternatives through expulsion.

Gang Activity: A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the District's education mission. Gang activity includes, but is not limited to, the following:

- Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
- Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
- Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
- Recruiting student(s) for gangs.

Consequence: Suspension through permanent expulsion.

Hazing: A student shall not engage in the hazing of another student, regardless of whether the person being hazed, his parent or guardian, has given actual or implied consent to the hazing. "Hazing" is defined as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm.

Consequence: Suspension through permanent expulsion.

Inappropriate Sexual Activity: A student shall not engage in sexual activity, whether consensual or non-consensual, which is not appropriate for students but which does not rise to the level of criminal sexual conduct.

Consequence: Suspension through expulsion.

Inappropriate Vehicle Usage: A student shall not drive a vehicle in an unsafe or illegal manner, or park a vehicle in an inappropriate manner or location.

Consequence: Administrative alternatives through suspension.

Indecency: A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, such as obscenity, indecent exposure, or the use of language in verbal or written form, in pictures, or in caricatures or gestures that are offensive to the general standards of propriety.

Consequence: Administrative alternatives through permanent expulsion.

Littering: A student shall not fail or refuse to properly dispose of food or other refuse.

Consequence: Administrative alternatives through suspension.

Non-compliance with Directive: A student shall not fail or refuse to carry out a reasonable request by school personnel; engage in insolence or defiance toward school personnel; fail to complete an assigned disciplinary action; or fail to leave school property, a school-related vehicle, or a school-sponsored activity when directed to do so by school personnel.

Consequence: Administrative alternatives through suspension.

Other School Rules: The Superintendent and the Principal of each school may develop such other school rules and regulations as may be necessary or appropriate to govern the conduct of students of the District. A student shall not violate such rules or regulations.

Consequence: Administrative alternatives through permanent expulsion.

Other Unacceptable Conduct or Inappropriate Behavior: A student shall not engage in other conduct that endangers, or has the potential to endanger, the student, other students, staff, or other persons, or property, or that otherwise disrupts, or has the potential to disrupt, the educational environment of a school or the District.

Consequence: Administrative alternatives through permanent expulsion.

Pranks/Practical Jokes: A student shall not engage in mischief or antics which cause, or are reasonably likely to cause, harm to others or disruption of the educational environment.

Consequence: Administrative alternatives through suspension.

Profanity/Vulgarity: A student shall not use profane or vulgar language, or engage in profane or vulgar conduct.

Consequence: Administrative alternatives through suspension.

Public Displays of Affection: A student shall not engage in inappropriate or public displays of affection with others.

Consequence: Administrative alternatives through suspension.

Throwing Food: A student shall not throw food or beverages in a cafeteria, hallway or classroom, or otherwise engage in a "food fight."

Consequence: Administrative alternatives through suspension.

Trespassing: A student shall not be on school property or in a school building at times or in locations other than for legitimate educational purposes or school events, or at times when the student is under suspension, expulsion or other assigned exclusion from school.

Consequence: Administrative alternatives through permanent expulsion.

Unauthorized Use of School Equipment: A student shall not use District property, such as telephones, copiers, computer equipment, fax machines, laboratory equipment or athletic equipment or supplies, without authorization or in a dangerous or illegal fashion.

Consequence: Administrative alternatives through suspension.

Violation of Technology Acceptable Use Policy: A student shall not violate the District's Technology Acceptable Use Policy.

Consequence: Administrative alternatives through expulsion.

Weapons: Firearms: A student shall not possess a firearm. A firearm is any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or silencer; or any destructive device, but not including an antique firearm.

Consequence: Mandatory permanent expulsion, pursuant to state law.

Weapons: Look-Alikes: A student shall not possess, attempt to possess, handle, use or transmit a toy weapon or look-alike or replica weapon without the prior approval of a teacher or administrator.

Consequence: Administrative alternatives through expulsion.

Weapons: Other Dangerous Weapons: A student shall not possess, attempt to possess, handle, use or transmit a dagger, dirk, stiletto, knife with a blade 3" or more in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.

Consequence: Suspension through permanent expulsion.

Weapons: Other Weapons: A student shall not possess, attempt to possess, handle, use or transmit any other weapons or instrument used as a weapon, including, but not limited to, a martial arts weapon; an air gun; a knife with a blade less than 3" in length; or any instrument or item that inherently, or by its use in a particular case, inflicts or may inflict injury or endangers personal health or safety.

Consequence: Administrator alternatives through permanent expulsion.

Written or Verbal Assault: A student shall not engage in conduct, either verbally or in writing, that places or is likely to place a student, staff or others in fear of imminent injury to person or property.

Consequence: Administrative alternatives through expulsion.

ADMINISTRATION OF THE CODE OF CONDUCT

Levels of Discipline

Unacceptable student conduct, as defined above, may give rise to several levels of discipline, including administration alternatives to exclusion from school, emergency removal (snap suspension), suspension, expulsion or permanent expulsion.

Exclusion of a student from the educational programs of the District is a serious sanction, however, and thus administrators are encouraged, in appropriate cases, to consider administrative alternatives other than exclusion from school.

Level 1: Administrative Alternatives

Listed below is a non-exclusive list of administrative alternatives to exclusion from school that may be considered, with the appropriateness of a particular alternative dependent on the seriousness of the infraction, the student's age and discipline history, and other circumstances and factors.

- Classroom time out
- Lunch-time detention
- Before or after school detention (after notice to parents)
- Denial of participation in school or extracurricular activities or events
- Denial of the right to attend non-classroom school events
- Student-parent-school behavioral contracts
- A written assignment pertinent to the unacceptable conduct
- Confiscation of materials or items that are part of the unacceptable conduct
- Academic warnings
- Additional classroom assignment(s)
- Work assignment at school (cleanup or minor repairs)
- Required community service
- In the case of property damage, full financial restitution
- Loss of parking privileges at school

- Probationary status
- Restorative practices

Level 2: Temporary Separation or Emergency Removal ("Snap Suspension")

A. A building administrator may temporarily separate a student for up to five (5) days. A temporary separation includes exclusion from extracurricular activities, school activities and trips for the period of the separation.

B. A student may be removed from any class, subject, or activity for up to one (1) day by their teacher for certain conduct as specified in the Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Level 3: Suspension

The Superintendent, the Superintendent's designee, or a building administrator may suspend a student for a period of up to 59 days. Ordinarily a suspension will be imposed by a building administrator.

Level 4: Expulsion of 60 to 180 days

The Superintendent, the Superintendent's designee, or a building administrator may expel a student for from 60 to 180 days. Ordinarily an expulsion will be imposed by a building administrator.

Level 5. Permanent Expulsion or Expulsion of Greater Than 180 Days

Upon the recommendation of a building administrator, the Superintendent or the Superintendent's designee may permanently expel a student or expel a student for greater than 180 days.

Note: The imposition of penalties for infractions other than mandatory permanent expulsion is subject to consideration of certain factors established by state law and Board Policy Article IV, Section 9, as discussed above.

Discipline of Students with Disabilities.

The rules governing student conduct apply to all students. The District, however, will fully comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Michigan Mandatory Special Education Act when disciplining students with disabilities.

Responsibility of the Excluded Student

Students Excluded for 10 Days or Less: Students who are assigned in-school suspension, emergency removal (1 class, subject or activity) or temporary separation (1 to 5 days), will be provided the course content (*i.e.*, worksheets, handouts, assignments), except for notes and other information provided by the teacher during the class period that would be considered part of the in-class lesson. Students are expected to consult Schoology regarding missed materials and work. A student shall be offered make-up privileges during the exclusion. It shall be the responsibility of the student to contact each teacher for course content and/or to arrange for make-up opportunities as determined by the teacher.

Students Excluded for 11 to 59 Days: Students who are suspended for more than 10 days shall have access to course content via Schoology, and are encouraged to keep up with the work of their classes. Daily work such as homework will not be factored into the grade. In order to pass a course, tests and major assignments shall be submitted/completed by the student. It shall be the responsibility of the student to contact each teacher to arrange for make-up opportunities as determined by the teacher.

Students Expelled or Permanently Expelled: Students under 18 years old who are expelled for 60 to 180 days or permanently expelled from school remain subject to the state compulsory education law, MCL §380.1561. It is the responsibility of the student and the student's parent(s) or legal guardian(s) to locate a suitable alternative educational program and to enroll the student in such a program unless/until the student is reinstated to school in the District or the student reaches the age of 18. The Michigan Department of Education Office of Safe Schools is charged with compiling information and options for alternative schooling.

Students who are expelled for more than 90 days or permanently expelled are required to return to the principal all school-owned property in their possession as soon as possible.

DUE PROCESS

Student subject to temporary separation.

A student or parent may request a review of their exclusion by the building principal within five (5) days of when the separation is imposed for the purpose of reviewing the separation. The principal's determination upon review shall be final.

Students subject to suspension or expulsion of 180 days or less.

Except in emergency situations, prior to the implementation of a suspension or expulsion a student shall be given due process, consisting of oral or written notice of the charges against them, a summary of the evidence supporting the charges, and the opportunity to respond. When such suspension or expulsion has already occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall be responsible for making the suspension decision, and shall provide the student the opportunity to be heard.

A suspension or expulsion of 180 days or less may be appealed by the student and/or the student's parent or guardian to a Disciplinary Review Panel, using the following procedure:

1. A student or parent wishing review of a suspension or an expulsion is encouraged to first request a conference with the principal to review the expulsion within five (5) school days of the mailing of written notice of the expulsion.
2. If a conference takes place, the principal shall issue a written determination affirming or modifying the suspension or expulsion. The determination shall be mailed to the student and parent within five (5) school days following the conference, along with a written notice of the right of appeal to the Superintendent or designee.
3. A suspension or expulsion may be appealed to a Disciplinary Review Panel by the student or parent by filing with the Superintendent's office a written request for appeal within five (5) school days following mailing of the written notice of suspension or exclusion, or within five (5) days following mailing of the principal's written determination affirming or modifying the suspension or expulsion if such a conference has taken place. If no such appeal is filed, the suspension or expulsion shall be deemed final.
4. The Superintendent or designee may stay enforcement of a suspension or expulsion pending appeal.
5. Upon receipt of a request for appeal to the Superintendent or designee, the Superintendent or designee shall provide the student or parent written notice of the following:

    q. The time, date, and location of the appeal hearing.

r. That the student may be represented by an attorney or advisor of the student's choosing.

s. That witnesses may attend the hearing and present evidence to the Superintendent or designee.

6. The Disciplinary Review Panel shall consist of the Superintendent or a designee, who shall chair the meeting; an administrator from the District selected by the Superintendent; and a classroom teacher from the District, chosen by the Superintendent.

The administrator and teacher shall be from the same school level, but not the same school, as the student.

7. The principal and other administrators from the student's school, Board attorney, and any other persons the Disciplinary Review Panel believes are necessary may attend the appeal hearing as witnesses or advisors.

8. The hearing shall be closed to the public.

9. During the hearing, the principal or other administrator shall first present to the Panel the facts of the case and the basis for the suspension or expulsion. Thereafter, the student (and/or the student's representative and parent(s)) may present their defense. The members of the Panel and other participants in the hearing may ask questions of witnesses. While the hearing process is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable.

10. After conducting a hearing, the Panel may:

t. Affirm the expulsion; or

u. Modify the terms and conditions of such expulsion, with or without new conditions. In modifying the expulsion, the Panel may impose consequences that are greater, lesser or different than imposed by the principal, but the Panel may not impose an expulsion greater than 180 days or a permanent expulsion; or

v. Set aside the suspension or expulsion.

11. The Panel shall issue a decision in writing within a reasonable time following the appeal hearing. The decision shall be final.

At the request of the student (if over 18) or the student's parent(s) or guardian at the time the appeal is submitted, a suspension or expulsion of 180 days or less may be appealed to the Superintendent or designee rather than to a Disciplinary Review Panel. The Superintendent or designee shall consider the appeal using the same procedure as would govern an appeal to a Disciplinary Review Panel.

Students subject to permanent expulsion or expulsion greater than 180 days.

Before a recommendation to the Superintendent or designee that a student be permanently expelled or expelled for more than 180 days, the student shall be provided at the building level oral or written notice of the charges against them, a summary of the evidence supporting the charges, and the opportunity to respond. If such a recommendation is to be made, the student and the student's parent or guardian must also be notified that the Superintendent or the Superintendent's designee will conduct a hearing to determine whether to accept the recommendation for expulsion. The following hearing procedure shall be followed:

1. Upon receipt of a recommendation from an administrator that a student be expelled for more than 180 days or permanently expelled, the Superintendent or the Superintendent's designee shall promptly schedule a hearing to review the recommendation, and shall provide the student or parent written notice of the following:

   w. the time, date and location of the hearing.

   x. that the student or parent may be represented by an attorney or advisor at the hearing.

   y. that witnesses may attend the hearing and present evidence to the Superintendent or designee.

   If the student or parent fails to attend a hearing after receiving notice, the Superintendent or designee may proceed with the hearing and to a determination of whether to accept the recommendation.

2. The principal and/or other administrators from the student's school, the Board attorney, and any other persons the Superintendent or designee believes are necessary may attend the hearing as witnesses or advisors to the Superintendent or designee.

3. At the hearing, the student or parent shall be provided:

   z. notice of the charges against the student;

   aa. a summary of the evidence supporting the recommendation and the reasons for the recommendation; and

   bb. an opportunity to be heard in their own defense.

4. During the hearing, the principal or other administrator shall first present to the Superintendent or designee the facts of the case and the basis for the expulsion recommendation. Thereafter, the student, the student's parent and/or the student's representative may present their defense. The Superintendent or designee and other participants in the hearing may ask questions of witnesses. While the hearing process is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable.

5. After conducting the hearing, the Superintendent or designee shall mail to the student or parent a written decision with respect to the recommendation within five (5) school days following the hearing. The Superintendent or designee may:

   cc. accept the recommendation and expel the student;

   dd. impose consequences other than expulsion (including a suspension of each duration and with such terms as the Superintendent believes are justified);

   ee. return the matter to the principal for imposition of consequences other than expulsion; or

   ff. decline to impose discipline.

6. A permanent expulsion or an expulsion greater than 180 days may be appealed to the Board of Education by the student or parent within fifteen (15) days of the mailing of the letter of expulsion or the letter following a review conference with the superintendent, pursuant to the provisions of

7. Board Policy 4.10.

The Superintendent or designee may stay enforcement of the expulsion or discipline pending the appeal.

8. A student who has been permanently expelled from the District may seek reinstatement in accordance with the provisions of Board Policy 4.11.

APPENDIX B: EXTRACURRICULAR CODE OF CONDUCT

Introduction

Participation in extracurricular activities in the District is an honor and a privilege that entails a commitment by a student to an individual school, the District and the community. The Extracurricular Code of Conduct is in effect from the first day a student joins a District extracurricular activity. The Code remains in effect twenty-four (24) hours a day, 365 days a year (regardless of time of day, week, month, or year, location of events/place of events, and/or particular sport season) until completion of a student's participation in extracurricular activities.

The Extracurricular Code of Conduct has been developed to provide a common set of rules for all students participating in athletics and extracurricular activities. The Code deals with specific violations that apply within every program; however, the Code is not intended to be all-inclusive. If an infraction occurs that is not included in the code, the coach or advisor has the authority to determine the consequence.

All District students are also governed by the Student Code of Conduct. In addition, students who participate in extracurricular activities may be further governed when applicable by the rules and regulations of the Michigan High School Athletic Association (MHSAA), National Federation, league rules and specific team/activity rules. For additional rules pertaining to Michigan high school athletics, visit www.mhsaa.com.

Conduct Based Eligibility

Students participating in extracurricular activities are required to maintain good conduct at all times and all locations, whether on or off-campus, and may not engage in any conduct or behavior which brings discredit to themselves, their family, their team, school, or the District, to be determined in the sole discretion of the appropriate school administrators. Consequences will depend on the severity of the offense/violation, and will be determined and enforced at the sole discretion of the appropriate Determiner of Discipline, who may consider any relevant factors including prior conduct and leadership roles in their determination.

Violations and Consequences

Student Code of Conduct Violation: Violation of Student Code of Conduct severe enough to also merit consequences related to participation in extracurricular activities.

Consequence: In addition to any applicable consequences established by the Student Code of Conduct, warning through removal of activity for up to one (1) year.

Determiner of Discipline: Assistant Principal.

Extracurricular Attendance Violation: Unexcused absence from a practice, event or contest.

Consequence: Warning through removal of activity for up to one (1) year.

Determiner of Discipline: Coach/advisor in consultation with Assistant Principal.

Failure to Cooperate with an Investigation: Impeding or intentionally failing to support the investigation of a potential violation of the Extracurricular Code of Conduct.

Consequence: Warning through removal from the activity for up to one (1) year.

Determiner of Discipline: Assistant Principal.

General Misconduct: Inappropriate behavior including, but not limited to: engaging in illegal, unethical or inappropriate conduct including insubordination; harassment, racial or ethnic slurs expressed in any form, forum, or format, during participation in the activity or otherwise, including on a student's private social media accounts.

Consequence: Warning through removal from the activity for up to one (1) year.
Determiner of Discipline: Coach/advisor in consultation with the Assistant Principal.

Lack of Sportsmanship: Extracurricular participants are expected to demonstrate the highest level of sportsmanship at all times. Extracurricular participants are to display personal control under practice and game conditions toward their teammates, opponents, coaches, officials, and spectators.

Consequence: Warning through removal from the activity for up to one (1) year.
Determiner of Discipline: Coach/advisor in consultation with the Assistant Principal.

Possession or Use of Illegal Substances: Possessing, using, or being under the influence of tobacco, alcoholic beverages, narcotics, drugs, vaping substances or paraphernalia for any of the same, or any other behavior-altering substances of any kind and in any form or format, as determined in the sole and final discretion of the relevant school administrators. Exceptions may be made for medication as prescribed by a licensed physician for the student user and used only as prescribed.

If this violation occurs before the competitive season or during an "off" season, the competitive suspension will begin during the next competitive season. The summer vacation period is part of the "off" season.

Consequences:

1. First Offense of the School Year:

   gg. The student will be suspended from a set number of the season's competitions or organization's activities (see Consequence Chart below). Suspensions from games or activities could impact two (2) sports seasons/periods of the applicable activity, which may carry over to a subsequent school year.

   hh. The student will lose captaincy, leadership positions or leadership role for the current school year.

   ii. The student who violates this policy after club, activity or sports seasons, or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

2. Second Offense During a School Year:

   Removal from all Extracurricular Activities for an amount of competitions double the first offense per the range chart below.

3. Third Offense During Secondary Enrollment:

   Permanent removal from all Extracurricular Activities for the remainder of the student's school career.

Determiner of Discipline: Assistant Principal

Supporting the Use of Illegal Substances: Intentionally being in the presence of tobacco, alcoholic beverages, narcotics, drugs, or other behavior-altering substances, except medication as prescribed by a licensed physician without using the illegal substance. A student will not be in violation of this portion of the Extracurricular Code of Conduct if the student makes a reasonable effort to remove them self from the inappropriate situation.

If this violation occurs before the competitive season or during an "off" season, the competitive suspension will begin during the next competitive season. The summer vacation period is part of the "off" season.

Consequence:

1. First Offense of the School Year:

   jj. The student will be suspended from Extracurricular Activities for half of the noted period of time identified for Possession or Use of Illegal Substances (see Consequence Chart below). Suspensions from games or activities could impact two (2) sports seasons or two terms of the applicable activity. In the event a suspension results in a fraction of a competition, the student shall sit out for that fraction.

   kk. The student will lose captaincy, leadership positions or leadership role for the current school year.

   ll. The student who violates this policy after club or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

   mm. The student who violates this policy after club or school government elections in the spring will be removed from office, captaincy or leadership positions for the next school year.

2. Subsequent Offenses in the Same School Year:

   Further suspension from participation in activities through removal from all activities for the remainder of the season.

Determiner of Discipline: Assistant Principal

Appeal of Consequence

Students who receive a consequence that results in the loss of more than 2/9ths of a season or participation period may appeal within five days of the imposition of the consequence to the applicable Principal. The Principal shall meet with the student and their parent(s) as well as the coach/advisor and/or Assistant Principal. During this meeting, the student will have an opportunity to explain their rationale for the alteration of the consequence imposed. Within five school days of this meeting, the Principal shall issue a written decision that either (1) upholds the imposed consequence; (2) determines an alternative consequence (consistent with this Code) or (3) refers the matter back to the Assistant Principal for some other consequence less than the previously imposed consequence.

The principal of the school building attended by the school has the final authority to hear all appeals. Students may not appeal a disciplinary decision resulting from this Code of Conduct beyond the building level.

Reinstatement

A student who is permanently removed from all extracurricular activities due to a violation of this Code of Conduct may apply to the applicable principal for reinstatement after one full year from the date of the imposition of the consequence. The applicable Principal has the final authority to determine whether reinstatement will be granted.

APPENDIX C: FREEDOM OF INFORMATION ACT - PROCEDURES AND GUIDELINES

All persons are entitled to full and complete information regarding governmental decision-making, including decision-making in the District, consistent with the Michigan Freedom of Information Act (the "FOIA" or the "Act").

For purpose of this procedure, a "public record" means: a writing prepared, owned, used, in the possession of, or retained by the District in the performance of an official function, from the time it is created. Public record does not include computer software.

GENERAL INFORMATION

A. All officers, employees, and agents of the District shall protect public records from loss, unauthorized alteration, mutilation, or destruction.

B. The Board has designated the Assistant Superintendent of Teaching and Learning as the "FOIA Coordinator" with the authority and responsibilities stated in the Act and these procedures and guidelines.

C. 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). The Coordinator may designate an alternate Coordinator to act when the Coordinator is unavailable.

D. 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.).

Written Requests

A. 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 their designee, to identify and locate the public record.

B. 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.

C. If a written request is received directly by a District employee other than the FOIA Coordinator, the original shall be promptly forwarded to the FOIA Coordinator. The date the FOIA Coordinator receives the request shall be considered the date the request is validly received by the District, for the purpose of determining when a response is due.

D. A written request made by facsimile, electronic mail, or other electronic transmission is not received by the FOIA Coordinator until one (1) 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 (1) business day after it is discovered and forwarded to the FOIA Coordinator.

E. 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 may be consulted. New public records, compilations, summaries, and/or reports of information shall not be created in response to a FOIA request.

F. 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.

G. A requestor may stipulate that the public records be provided on non-paper physical media, electronically mailed, or otherwise electronically provided to them in lieu of paper copies. Notwithstanding the foregoing, such stipulation must be within the technological capabilities of the District.

H. 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 (6) months, at the request of the subscriber, and shall be renewable.

I. If a requested public record may be obtained on the District 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 District that they continue to want the District to provide a copy of the available public record, in any format, the District shall process such request and may impose additional labor costs as specified below.

Request Processing

When the District 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 District receives the request, respond to the request by one of the following:

A. grant the request;

B. issue a written notice to the request or 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 District shall respond to the request.

For purposes of computing the deadline to respond to a request under this policy, the term "business day" shall include any day that is not a Saturday, Sunday or State of Michigan official holiday, regardless of whether the District is open for business on that day.

Any failure to respond to a written request as provided for above constitutes the District's determination to deny the request.

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 District.

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 of Education's designee, the Standing FOIA Review Committee, 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 District has not complied with Section 5 (MCL 15.235) of the Act and orders disclosure of all or a portion of a public record.

Deposit and Fees

Fees for responding to any request shall include duplication (copying) costs and mailing costs. Duplication (copying) costs shall beset from time to time by resolution of the Board of Education in an amount that does not exceed $0.10 per page (8 ½ x 11 and 8 ½ x 14). The District 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.

The cost of hourly labor may also be charged if the failure to do so will result in unreasonably high costs to the District because of the nature of the request in a particular instance. If such is the case, the District shall specifically identify the nature of these unreasonably high costs. For purposes of these procedures and guidelines, "unreasonably high costs" shall generally mean calculated labor costs that are estimated to exceed $50.00, inclusive of salary or wage and fringe benefits.

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.

Labor costs will be calculated using the wage of the lowest paid the District 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 fifteen (15) minutes or more with all partial time increments rounded down. The District may also add up to fifty percent (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 fifty percent (50%) limitation, the District 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 District's website or webpage and the requestor continues to request that the District provide a copy, in any format, of the available public record.

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.

If the District 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 District 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 six (6) times the State minimum hourly wage rate.

The District 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.

The District may require a good faith deposit (not to exceed fifty percent (50%) of the total labor and duplication costs) from the requestor, if the total estimated fee exceeds $50.00. A request for a good faith deposit shall include a detailed itemization of the fee the District estimates or charges pursuant to the Act. Additionally, a request for a good faith deposit shall include a best effort estimate regarding the time frame it will take to comply with the Act in providing the public records to the requestor. The District may require a 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.

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.

Pursuant to Section 4(2) of the Act, the District 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 District 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:

   1. an individual has received discounted copies of public records from the District twice during the calendar year; or

   2. 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:

   1. the request is made directly on behalf of the organization or its clients;

   2. 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

   3. the request is accompanied by documentation of its designation by the State, if requested by the District.

The District 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.

Fee Dispute Appeal

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 Superintendent, as designee of the Board of Education, written appeal for a fee reduction that specifically states the word "appeal" and identifies how the required fee exceeds the amount permitted under these procedures and guidelines or Section 4 of the Act. Within ten (10) business days after receiving a written appeal, the Superintendent 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 Superintendent 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 Superintendent 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 ten (10) business days, the period during which the Superintendent shall respond to the written appeal. The notice of extension shall include a detailed reason or reasons why the extension is necessary. The Superintendent shall not issue more than one notice of extension for a particular written appeal.

E. If a requestor disagrees with the District's determination, the requestor may commence an action in Circuit Court in Wayne County within forty-five (45) days of the public body's determination, to seek a fee reduction.

Right to Appeal a Denial of a Public Record Request

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. The appeal shall be considered by the Board's Standing FOIA Review Committee, to consist of three (3) Board members appointed on an annual basis in accordance with Board bylaws. Within ten (10) business days after receiving a written appeal, the Standing FOIA Review Committee 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.

D. Under unusual circumstances, issue a notice extending, for not more than ten (10) business days, the period during which the Committee shall respond to the written appeal. The Board shall not issue more than one (1) notice of extension for a particular written appeal.

E. The Standing FOIA Review Committee is not considered to have received a written appeal until the Board's next regularly scheduled meeting after the appeal is submitted. The Committee shall thereafter rule on the appeal within the time limits established above.

F. 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 Wayne County.

APPENDIX D: WRITTEN PUBLIC SUMMARY OF THE DISTRICT'S FOIA PROCEDURES AND GUIDELINES

1. How do I submit a FOIA request to the District?

- Requests to inspect or obtain copies of public records prepared, owned, used, possessed or retained by the District must be submitted in writing.
- A request must sufficiently describe a public record so as to enable the District to find it.
- No specific form to submit a written request is required.
- The District's FOIA Coordinator is appointed by the Board of Education.
- Written requests can be made in person by delivery to the District's Administration Building, attention FOIA Coordinator, in person or by mail.
- All FOIA requests must comply with the State of Michigan FOIA guidelines.
- A request may also be submitted by e-mail. To ensure a prompt response, e-mail requests should contain the term "FOIA" or "FOIA Request" in the subject line and be sent to foia@gpschools.org.

2. What kind of response can I expect to my request?

- Within 5 business days of receipt of a FOIA request the District will issue a response. If a request is received by e-mail the request is deemed to have been received on the following business day. The District will respond to your request in one of the following ways:
- Grant the request.
- Issue a written notice denying the request.
- Grant the request in part and issue a written notice denying the request in part.
- Issue a notice indicating that due to the nature of the request the District needs an additional 10 business days to respond.
- Issue a written notice indicating that the public record requested is available at no charge on the District's website.
- If the request is granted, or granted in part, the District will ask that payment be made for the allowable fees associated with responding to the request before the public record is made available. If the cost of processing the request is expected to exceed $50, or if you have not paid for a previously granted request, the District will require a deposit before processing the request.

3. What are the District's fee deposit requirements?

- If the District has made a good faith calculation that the total fee for processing the request exceeds $50.00, it will require that you provide a deposit in the amount of 50% of the total estimated fee. When the District requests the deposit, it will provide you a non-binding best effort estimate of how long it will take to process the request following receipt by the District of your deposit.
- If the District receives a FOIA request from a person who has not paid the District for copies of public records made in fulfillment of a previously granted written request, the District will require a deposit of 100% of the estimated processing fee before it begins to search for the public record for any subsequent written request when all of the following conditions exist:
    - the final fee for the prior written request is not more than 105% of the estimated fee;
    - the public records made available contained the information sought in the prior written request and remain in the District's possession;
    - the public records were made available to the individual, subject to payment, within the time frame estimated by the District to provide the records;
    - 90 days have passed since the District notified the individual in writing that the public records were available for pickup or mailing;
    - the individual is unable to show proof of prior payment to the District; and
    - the District has calculated an estimated detailed itemization that is the basis for the current written request's increased fee deposit.
- The District will not require the 100% estimated fee deposit if any of the following apply:
    - the person making the request is able to show proof of prior payment in full to the District;
    - the District is subsequently paid in full for all applicable prior written requests; or
    - 365 days have passed since the person made the request for which full payment was not remitted to the District.

4. How does the District calculate FOIA processing fees?

- A fee will not be charged for the cost of search, examination, review and the deletion and separation of exempt from nonexempt information unless failure to charge a fee would result in unreasonably high costs to the District because of the nature of the request in the particular instance, and the District specifically identifies the nature of the unreasonably high costs.
- The FOIA statute permits the District to assess and collect a fee for six designated processing components. The District may charge for the following costs associated with processing a request:
    - Labor costs associated with searching for, locating and examining a requested public record.
    - Labor costs associated with a review of a record to separate and delete information exempt from disclosure of information from that which is disclosed.
    - The cost of computer discs, computer tapes or other digital or similar media when the requester asks for records in non-paper physical media.
    - The cost of duplication or publication, not including labor, of paper copies of public records.
    - Labor costs associated with duplication or publication, which includes making paper copies, making digital copies, or transferring digital public records to non-paper physical media or through the Internet.

        - The cost to mail or send a public record to a requestor.
    - Labor Costs
        - All labor costs will be estimated and charged in 15-minute increments with all partial time increments rounded down.
        - Labor costs will be charged at the hourly wage of the lowest-paid District employee capable of doing the work in the specific fee category, regardless of who actually performs work.
        - Labor costs will also include a charge to cover or partially cover the cost of fringe benefits.
    - Non-paper Physical Media
        - The cost for records provided on non-paper physical media, such as computer discs, computer tapes or other digital or similar media will be at the actual and most reasonably economical cost for the non-paper media.
        - This cost will only be assessed if the District has the technological capability necessary to provide the public record in the requested non-paper physical media format.
    - Paper Copies
        - Paper copies of public records made on standard letter (8 ½ x 11) or legal (8 ½ x 14) sized paper will not exceed $.10 per sheet of paper. Copies for non-standard sized sheets will paper will reflect the actual cost of reproduction.
        - The District may provide records using double-sided printing, if this option saves cost and is available.
    - Mailing Costs
        - The cost to mail public records will use a reasonably economical and justified means.
        - The District may charge for the least expensive form of postal delivery confirmation.
        - No cost will be made for expedited shipping or insurance unless requested.

5. How do I qualify for a reduction of the processing fees?

- The District may (but is not required to) waive or reduce the fee associated with a request when the District determines that to do so is in the public interest because release of the information is considered as primarily benefitting the general public.
- The District will waive the first $20.00 of the processing fee for a request if you submit an affidavit stating that you are:
    - indigent and receiving specific public assistance; or
    - if not receiving public assistance, stating facts demonstrating an inability to pay because of indigency.
- You are not eligible to receive the $20.00 waiver if you:
    - have previously received discounted copies of public records from the District twice during the calendar year; or
    - are requesting information on behalf of other persons who are offering or providing payment to you to make the request.
- An affidavit is a sworn statement. For your convenience the District has provided an Affidavit of Indigency form for the waiver of FOIA fees on its website.
- The District will waive the fee for a nonprofit organization which meets all of the following conditions:

- the organization is designated by the State under federal law to carry out activities under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 and the Protection and Advocacy for Individuals with Mental Illness Act;
- the request is made directly on behalf of the organization or its clients;
- the request is made for a reason wholly consistent with the provisions of federal law under Section 931 of the Mental Health Code; and
- the request is accompanied by documentation of the organization's designation by the State.

6. How may I challenge the denial of a public record or an excessive fee?

Appeal of a Denial of a Public Record

If you believe that all or a portion of a public record has not been disclosed or has been improperly exempted from disclosure, you may file an appeal of the denial with the District's Board of Education. The appeal must be in writing, specifically state the word "appeal," and identify the reason or reasons you are seeking a reversal of the denial.

Appeals to the Board will be considered and decided by the Board's Standing FOIA Review Committee. Within 10 business days of receiving the appeal, as defined below, the Review Committee will respond in writing by:

- reversing the disclosure denial;
- upholding the disclosure denial; or
- reverse the disclosure denial in part and uphold the disclosure denial in part.

The Review Committee is not considered to have received an appeal until the Board of Education's next regularly scheduled meeting after the appeal is submitted.

Whether or not you submitted an appeal of a denial to the Review Committee, you may file a civil action in Wayne County Circuit Court within 180 days after the District's final determination to deny your request. Should you prevail in the civil action the court will award you reasonable attorneys' fees, costs and disbursements. If the court determines that GPPSS acted arbitrarily and capriciously in refusing to disclose or provide a public record, the court shall award you damages in the amount of $1000.00.

Appeal of an Excessive FOIA Processing Fee

If you believe that the fee charged by GPPSS to process your FOIA request exceeds the amount permitted by state law, you must first submit a written appeal for a fee reduction to the Superintendent. The appeal must be in writing, specifically state the word "appeal," and identify how the required fee exceeds the amount permitted.

Within 10 business days after receiving the appeal, the Superintendent will respond in writing by:

- waiving the fee;
- reducing the fee and issue a written determination indicating the specific basis that supports the remaining fee;
- upholding the fee and issue a written determination indicating the specific basis that supports the required fee; or
- issuing a notice detailing the reason or reasons for extending for not more than 10 business days the period during which the Superintendent will respond to the written appeal.

Within 45 days after receiving notice of the Superintendent's determination of the processing fee appeal, you may commence a civil action in Wayne County Circuit Court for a fee reduction. If you prevail in the civil action by receiving a reduction of 50% or more of the total fee, the court may award all or an appropriate amount of reasonable attorneys' fees, costs and disbursements. If the court determines that the District acted arbitrarily and capriciously by charging an excessive fee, court may also award you punitive damages in the amount of $500.00.