

**Operating Policies
of the Board of Directors**

BLACK RIVER PUBLIC SCHOOL

491 Columbia Avenue
Holland, MI 49423

BOARD OF DIRECTORS BLACK RIVER PUBLIC SCHOOL ADOPTION RESOLUTION

RESOLVED that the policies printed and codified in the comprehensive document entitled "Board Policies of the Black River Public School Board of Directors" are hereby adopted and that all Board Policies previously adopted by the Black River Public School Board of Directors are hereby rescinded; further be it

RESOLVED that, in the event any policy, part of a policy, or a section of the Board Policies is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by this Board, the remaining Board Policies and parts of policies shall remain in full effect.

Take notice that the foregoing resolution was adopted by the Black River Public School Board of Directors at a public meeting held at Holland, Michigan on June 25, 2012.

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GLOSSARY OF EDUCATIONAL TERMS AND ACRONYMS

The following terms and acronyms are used in the School policy and Administrative Guidelines and in communications with parents, students, and the public.

ASSESSMENT

The comparison made between what should have been accomplished and what has been actually accomplished. Concerning student learning, assessments make comparisons between what has been learned and what should have been learned.

ATTITUDE

One (1) of the five (5) major types of learning contained in courses of study, along with facts, concepts, principles, and skills. For example, students develop attitudes toward "doing quality work," "maintaining a clean environment," "participating in civic affairs," "not using drugs," etc.

CONCEPT

One (1) of the five (5) major types of learning involved in a course of study, along with attitudes, facts, principles, and skills. Students form an abstract idea by understanding the characteristics that are generally true of it. For example, triangle is the name for the concept of any plane, closed, geometric figure that has three (3) sides that form three (3) internal angles.

CONTENT

The name used to refer to all of the facts, concepts, principles, attitudes, and skills students are expected to learn in any course of study.

COURSE OF STUDY

An organized sequence of learning activities designed for students to acquire a body of knowledge, attitudes, and skills associated with a particular academic or vocational field. Course of Study activities may be scheduled over a semester, a school year, or several school years. Examples are a K-6 math program, 11th grade American History, or Junior High School Science.

CRITERION (CRITERIA)

A feature or characteristic by which something or someone is measured or judged. For example, in judging a student's writing ability, some criteria that might be used are "organization," "originality of thought," "clarity of expression," "grammar," etc.

CURRICULUM

All the planned activities -formal and informal, individual and group, in and outside of the classroom – necessary to accomplish the educational goals of the District. (See Policy 2210)

DIAGNOSIS

A determination of the causes for a particular condition, usually based on an assessment or evaluation. Diagnosis deals with the question "What are the reasons for?" For example, a diagnosis might deal with the reasons students are or are not meeting expected learning goals.

EVALUATION

A value judgment made about an assessment. For example, if an assessment shows a student has satisfactorily achieved 90% of the objectives of a course, the evaluation (judgment) might be that the student's achievement is "excellent" or "better-than-average" or "superior."

FACT

One (1) of the five (5) major types of learning involved in a course of study, along with attitudes, concepts, principles, and skills. Facts are verified, specific pieces of information about an event, procedure, place, person, or object.

GOAL

An intention or expectation, stated or written, that requires several tasks to produce the desired result. Most goals involve the accomplishment of two or more related objectives.

IDEA

The Federal law that defines how states and local school systems will provide education for disabled children. IDEA (Individuals with Disabilities Act) usually referred to as special education or "special ed." Enforced by the Department of Education (DOE).

IEP

The acronym for Individualized Education Plan. An IEP is required for every student who is classified as eligible for special education by Federal and State criteria.

INSTRUCTION

The information, questions, and/or directions provided to students by teachers, books, computers, etc., so students may gain a particular skill, knowledge, attitude, or understanding.

LEADERSHIP

A five-step process of working with people, using certain knowledge, skills, and attitudes, combined with risk-taking, 1.) to envision a desired or needed outcome; 2.) to communicate to others so they participate willingly in the necessary tasks; 3.) to monitor progress toward the outcome; 4.) to reinforce and/or remediate actions; 5.) to evaluate the results.

MANAGEMENT

The process of organizing and maintaining needed resources (people, things, time, and money) and ensuring they are utilized appropriately for their intended purpose.

MEASUREMENT

A determination of the quantity and/or quality of something. In education, measurement is usually a determination (often by testing) of how much has been learned and/or how well it has been learned. Measurement is the necessary first step of an assessment and evaluation.

MISSION

The stated purpose or intent of a school or school system. A mission statement provides reasons for the school's existence.

MODEL

A program or project designed to demonstrate unique educational activities, structures, and/or organizations.

NORMS

A set of achievement levels attained by a given number or percentage of students from representative populations or areas of a state or the nation.

OBJECTIVE

An intended action or result in the process of achieving a goal. For students, learning objectives are usually the initial level of accomplishment toward the School's Educational Goals for Students. The next level is the achievement of Course of Study objectives, followed by the accomplishment of additional Courses of Study objectives, ultimately leading to the accomplishment of one (1) or more of the District's Educational Goals for Students.

OUTCOME

The situation that exists when one (1) or more goals have been achieved. In instructional plans, outcomes are usually stated in terms of expected accomplishment, while goals are usually stated in terms of intended actions. Both emanate from the Mission Statement.

PARENT

The natural or adoptive parents, or individuals with a valid power of attorney for the care and custody of the student for purposes other than educational placement. Parent also refers to any individual appointed by the State or court as a legal guardian or custodian for the student. Both parents will have equal access to records and rights regarding the student's education absent a court order restricting such rights.

PILOT

A tryout or trial run of a new or innovative program or activity before making a major, long-term commitment.

PLACEMENT

The assignment of a student to another group, grade, program, or course, for reasons other than educational achievement.

PLAN

An intentional series of actions designed to accomplish an objective or goal. A plan usually lists the objective or goal first, then describes needed resources, appropriate actions and timelines, potential problems, and procedures for monitoring progress.

PRINCIPLE

One (1) of the five (5) major learnings involved in a course of study, along with attitudes, concepts, facts, and skills. Principles define cause-effect relationships in the natural and social sciences, mathematics, and other subject areas.

PROGRAM

A series of related, planned activities designed to accomplish one or more stated purposes.

PROMOTION

The advancement of a student from one level of learning to a higher level of learning usually by assignment to a higher group, grade, program, or course.

RELIABILITY

In education, the consistent measurement of the same learning among different students on test questions or a test as a whole.

RETENTION

The decision to have a student remain at his/her current level for an additional semester or school year, because the student lacks knowledge or skills needed for further learning and/or exhibits emotional or social immaturity.

SCHOOL LEADER The educational leader and head administrator of one (1) or more District schools or programs, as designated by the Board of Directors. The School Leader is responsible for the supervision of the school or program consistent with Board policy and directives of the Educational Service Provider/Board of Directors and may delegate responsibility to subordinates as appropriate.

SCOPE

A curriculum term that refers to both the length of a particular course of study and to the amount and types of learnings to be developed from beginning to end. **SECTION 504** The section of the Rehabilitation Act of 1973 that includes requirements for employment and education of disabled persons. Section 504 is enforced by the Office of Civil Rights (OCR).

SEQUENCE

A curriculum term correlated to **SCOPE**. Sequence describes the order in which learnings will be developed throughout a course of study.

SKILL

One (1) of the five (5) major types of learning involved in a course of study, along with attitudes, facts, concepts, and principles. A skill involves taking certain actions and producing a particular result at a given standard of quality. A skill is acquired through repeated practice, interspersed with clear, concise feedback on what to change and what to maintain in order to improve the result.

STANDARDIZED TEST

A test containing questions and/or problems designed by educators outside of the district rather than by the students' teachers. A standardized test has State or national norms by which to judge the level of each student's achievement.

STANINE

A term used in reporting standardized test results. Stanine refers to one (1) of nine (9) possible levels of performance on the test.

TEST

Questions, problems, or activity directions, designed to determine what students have learned in the way of attitudes, facts, concepts, principles, and/or skills. A test may also be used to determine how much or how well students can apply what they have learned.

UNDERSTANDING

A level of knowledge beyond memorization or rote that enables a student to explain what s/he has learned and/or to apply knowledge in new and unfamiliar situations.

VALIDITY

In education, how well test items or a test as a whole actually measures what is intended to be measured or needs to be measured. (See RELIABILITY).

ACRONYMS

The following acronyms are used in the School policy and Administrative Guidelines and in communications with parents, students, and the public.

ACH – Automatic Clearing House

ADA – Americans with Disabilities Act of 1990

AED – Automatic External Defibrillator

AEP – Alternative Education Program

AFS – American Field Service, International/Intercultural Programs

AIDS – Acquired Immunodeficiency Syndrome

AYP – Adequate Yearly Progress

CDL – Commercial Drivers License

CEPI – Center for Educational Performance and Information

CFR – Citations to the Federal Register are noted as to the Code of Federal Regulations as CFR, and to the United States Code as USC

COR – Custodian of Records

CPA – Certified Public Accountant

CPR – Cardiopulmonary Resuscitation

CTE – Career and Technical Education

DHS – Department of Human Services (formerly FIA and DSS)

DOE – Department of Education (Federal)

DRO – District Records Officer

ECD – Electronic Communication Device
EDP – Education Development Plan
EIP – Emergency Intervention Plan
EMS – Emergency Medical Services
ESI – Emergency Safety Intervention
EPA – Environmental Protection Agency
ESP – Educational Service Provider
ETO – Electronic Transfer Officer

FAPE – Free and Appropriate Public Education
FERPA – Federal Educational Rights and Privacy Act
FMLA – Family and Medical Leave Act
FOIA – Freedom of Information Act
FSA – Flexible Spending Accounts (Health Care)
FTE – Full Time Equivalent (Student Attendance)
FBA – Functional Behavioral Assessment

GAA – General Appropriations Act
GAAB – Generally Accepted Accounting Bulletin
GAAP – Generally Accepted Accounting Principles
GED – General Education Diploma
GPA – Grade Point Average

HACCP – Hazard Analysis Critical Control Point
HAV – Hepatitis A
HBV – Hepatitis B
HCV – Hepatitis C
HIPAA – Health Insurance Portability and Accountability Act of 1996
HIV – Human Immunodeficiency Virus
HTML – Hyper Text Mark Up Language
HVAC – Heating Ventilating Air Conditioning

ICHAT – Internet Criminal History Access Tool
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Plan
IEPT – Individualized Education Planning Team
IEQ – Indoor Environmental Quality
IIS – Indentix Identification Services
IPM – Integrated Pest Management
ISD – Intermediate School District

LEA – Local Education Agency
LEIN – Law Enforcement Information Network
LEP – Limited English Proficient
LRE – Least Restrictive Environment

MCLA – Michigan Compiled Laws Annotated
MDCH – Michigan Department of Community Health
MDCIS – Michigan Department of Consumer and Industry Services

MDE – Michigan Department of Education
MEAP – Michigan Education Assessment Program
MEIS – Michigan Educational Information System
MHSA – Michigan High School Athletic Association
MMC – Michigan Merit Curriculum
MME – Michigan Merit Examination
MOSHA – Michigan Occupational Safety Health Act
MPG – Michigan Promise Grant
MPERS – Michigan Public School Employment Retirement System
MRO – Medical Review Officer
MSDS – Material Safety Data Sheets
MSP – Michigan State Police

NAEP – National Assessment of Educational Progress NASSP – National Association of
Secondary School Principals NCLB – No Child Left Behind (Federal legislation of 2001)

OCR – Office of Civil Rights
OCTP – Office of Career and Technical Preparation
OSHA – Office of Safety and Health Administration
OTC – Over the Counter

PBS – Positive Behavior Support
PBSP – Positive Behavior Support Plan
PPE – Personal Protection Equipment PSA – Public School Academy
PTA – Parent Teacher Association (Usually affiliated with the National Organization)
PTO – Parent Teacher Organization (Usually do not pay dues to a National Organization)

RFP – Request for Proposal RHO – Records Hearing Officer

SAT – Scholastic Aptitude Test
SEAB – Sex Education Advisory Board
SRO – School Resource Officer
STD – Sexuality Transmitted Disease

TAF – Trust and Agency Fund
TDP – Deferred Payment Plan (MPERS)
THP – Toxic Hazard Preparedness

USAS – Uniform School Accounting System
USC – United States Code
USDA – United States Department of Agriculture U
SIA – United States Information Agency

----- **POLICIES** -----

0000 BOARD OPERATING POLICY

0140 Membership

0140.1 Board Membership – Student Members (Approved: May 20, 2013)

Student representation on the Board is authorized in order to facilitate effective communication between board and student body, and to provide leadership opportunities for students.

1. The Board may select two high school student to serve as Student Board Representatives;
2. The students will be either 10th or 11th graders, elected in the spring to serve a one year term in the coming year beginning with the August board meeting;
3. The Board will publicize in a timely fashion the application dates and requirements;
4. Candidates will be interviewed and representatives chosen by a committee consisting of one board member, one administration member and one student council member. In the case of conflicting recommendations for membership, the decision of the Head of School will be final;
5. The student representatives will attend regular and special meetings, but not closed sessions or sessions that exclude the public unless specifically authorized by the Board. They shall not be permitted to vote or introduce or support motions, but may otherwise participate in the discussions;
6. The Board President will provide time during the agenda of each meeting during which the student representatives will report to the Board on student activities;
7. The Student Representatives will be responsible for accurately and fairly communicating Board activities pertaining to students back to the Student Council;
8. Student Representatives must remain in good behavioral and academic standing in order to retain their seat, with a GPA of at least 2.5 and not failing any classes.
9. Student Representatives will earn up 20 hours of Community Service for the hours they spend in attendance at Board meetings.

0000 BOARD OPERATING POLICY

0144.11 Reimbursement of Expenses (Adopted 6/25/2012)

Reference: MCL 380.1254; MCL 388.1764b

The Board shall pay the actual and necessary expenses of its members and employees in the discharge of official duties or in the performance of functions authorized by the Board. The expenditure shall be a public record and shall be made available to a person upon request. The Board shall approve payment of an expense incurred by a Board member only if either (1) the Board, by a majority vote of its members at an open meeting, approved reimbursement of the specific expense before the expense was incurred, or (2) the expense is consistent with the following policy, and the Board approves the reimbursement before it is actually paid:

The following categories of expenses shall be reimbursable:

- Mileage for Board-related activities and meetings, not to exceed the then-current rate established by the Internal Revenue Service;
- Expenses of attending a Board-approved conference, including fees, parking, mileage, meals and housing
- Expenses related to purchase of printed or other materials relating to Board

membership; and

- Expenses of attending a community or Academy-related event, if the individual attends as the designated representative of the Board.

The following categories of expenses shall not be reimbursable:

- Expenses of attending a community or Academy-related event, if the individual attends as a private citizen;
- Entertainment expenses; and
- The purchase of alcoholic beverages.

A voucher detailing the amount and nature of each expense must be submitted to the Academy Board for approval at a Board meeting, prior to reimbursement.

1000 ADMINISTRATION

1420 School Administrator Evaluation (adopted 6/25/12)

Reference: MCL 380.1249

The Board of Directors, through the powers derived from the School Code and other relevant statutes, has delegated its responsibility for the employment and discharge of all personnel to an employee leasing vendor. To carry out this responsibility, with the involvement of school administrators, it delegates through its employee leasing vendor to the School Leader, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the school administrator's job performance at least annually while providing timely and constructive feedback;
- B. establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth;
- C. evaluates a school administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor (For these purposes, student growth shall be measured by national, State, or local assessments and other objective criteria.); and
- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
 1. the effectiveness of school administrators, so that they are given ample opportunities for improvement;
 2. promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development;
 3. whether to grant full certification, to school administrators using rigorous standards and streamlined, transparent, and fair procedures; and
 4. removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The evaluation program shall aim at the early identification of specific areas in which the

individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the School Leader's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011.

Evaluation of school principals, as required by the Michigan Department of Education, shall continue to be conducted for principals who are in place through the 2010-2011 school year. At the end of that school year, the School Leader shall report the "Effectiveness Label" from the last evaluation in the form and manner as directed by the Department.

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

1000 ADMINISTRATION

1623 Section 504/ADA Prohibition Against Disability Discrimination in Employment

Reference:

29 C.F.R. Part 1630

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended,

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

The Board of Directors prohibits discrimination, by its employee leasing vendor, against any of its employees or applicants applying for or assigned to the Black River Public School based upon his/her disability. As such, the Board will direct its employee leasing vendor to not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking,

breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

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

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active. The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aides or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

A qualified person with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and, with or without reasonable accommodation, can perform the essential functions of the job in question.

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

The School Compliance Officer(s) are responsible for coordinating the School's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the School Compliance Officer.

The School Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA.

Training

The School Compliance Officer(s) will also oversee the training of employees in the School so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA. The Board will provide in-service training and consultation

Facilities

No qualified person with a disability will, because the School's facilities are inaccessible to or

unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the School will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the School is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

Notice

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the School's Compliance Officer(s) will be posted throughout the School, and published in the School's recruitment statements or general information publications.

2000 PROGRAM

2112 Parent Involvement in the School Program

Reference: Sec. 1112, 1118 ESEA MCL 380.1294

The Board of Directors recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the School. The plan must encompass parent participation, through meetings and other forms of communication.

The Parental Involvement Plan shall reflect the Board's commitment to the following:

- A. Relationships with Families
 - 1. cultivating school environments that are welcoming, supportive, and student-centered;
 - 2. providing professional development for school staff that helps build partnerships between families and schools;^{1,2}
 - 3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;^{1,2}
 - 4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.²
- B. Effective Communication
 - 1. providing information to families about school policies, procedures, programs, and

- activities; ^{1,2}
2. promoting regular and open communication between school personnel and students' family members;
3. communicating with families in a format and language that is understandable, to the extent practicable; ^{1,2}
4. providing information and involving families in monitoring student progress; ²
5. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; ^{1,2}
6. preparing families to be involved in meaningful discussions and meetings with school staff. ^{1,2}
- C. Volunteer Opportunities
1. providing volunteer opportunities for families to support their children's school activities; ²
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. ²
- D. Learning at Home
1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}
2. helping families to provide a school and home environment that encourages learning and extends learning at home. ¹
- E. Involving Families in Decision Making and Advocacy
1. involving families as partners in the process of school review and continuous improvement planning; ²
2. involving families in the development of its School-wide parent involvement policy and plan, and distributing the policy and plan to families. ^{1,2}
- F. Collaborating with the Community
1. building constructive partnerships and connecting families with community-based programs and other community resources; ^{1,2}
2. coordinating and integrating family involvement programs and activities with School initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. ^{1,2}

Implementation

The School Leader will provide for a comprehensive plan to engage parents, families, and

community members in a partnership in support of each student's academic achievement, the School's continuous improvement, and individual school improvement plans. The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the School plan.

¹ Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

² Indicates Title I Section 1118 parent involvement requirements

2000 PROGRAM

2260 Nondiscrimination and Access to Equal Educational Opportunity

(Adopted 6/25/2012)

Reference: MCL 380.1146, 380.1704, 37.1101 et seq., 37.2402, 37.1402, 37.2101-37.2804

Fourteenth Amendment, U.S. Constitution 20 USC Section 1681, Title IX
of
Education Amendments Act 20 USC Section 1701 et seq., Equal
Educational
42
Opportunities Act of 1974 29 USC Section 794, Rehabilitation Act of 1973
seq., The
Americans with Disabilities Act of 1990

The Board of Directors does not discriminate on the basis of religion, race, color, national origin, sex, disability or age in its programs, activities or employment.

Further, it is the policy of this School to provide an equal opportunity for all students, regardless of gender, religion, race, color, national origin or ancestry, age, disability, marital status, place of residence within the boundaries of the School, or social or economic status, and/or any other legally protected characteristic, to learn through the curriculum offered in this School.

In order to achieve the aforesaid goal, the Board expects the School Leader to:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based on any legally protected interest; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of any legally protected interest or other bias in all aspects of the program;

C. Student Access

review current and proposed programs, activities, facilities, and practices to ensure that all

students have equal access thereto and are not segregated on the basis of any legally protected interest in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

This language does not prohibit the School from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.

D. School Support

ensure that like aspects of the School program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

ensure that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of any legally protected interest.

The School will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school.

Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.

The School Leader shall appoint and publicize the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973 is provided to students, their parents, staff members, and the general public.

The School Leader shall attempt annually to identify children with disabilities, ages 0-25, who reside in the School but do not receive public education.

In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in School programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the School will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (also see Policy 2225).

The School will endeavor to assist the student and/or his/her parents in their access to School programs by providing notices to the parents and students in a language and format that they are likely to understand.

Materials approved by the State Department of Education describing the benefits of instruction in Braille reading and writing shall be provided to each blind student's individualized planning committee. The School shall not deny a student the opportunity for instruction in Braille, reading, and writing solely because the student has some remaining vision.

The School Leader shall develop administrative guidelines as needed for the proper implementation of this policy.

2000 PROGRAM

2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability (Adopted 6/25/2012)

Reference: 29 USC 794, Section 504 Rehabilitation Act of 1973, as amended 34 C.F.R. Part 104

42 USC 12101 et seq., Americans with Disabilities Act of 1990, as amended

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA") and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Directors does not discriminate in admission or access to, or participation in, or treatment, in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the School.

An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

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

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Michigan law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

School Compliance Officer

The School Compliance Officer(s) is/are responsible for coordinating the School's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of the implementing regulations, may be obtained from the School Compliance Officer.

The School Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

Training

The School Compliance Officer(s) will also oversee the training of employees in the School so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA. The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the School's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies. For facilities constructed or altered after June 3, 1977, the School will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the School is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without

disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education. An appropriate education, may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the IDEIA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13).

Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the School with persons who are not disabled to the maximum extent appropriate. Generally, the School will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the School places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The School will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the School, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the School will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the School's Compliance Officer(s) will be posted throughout the School, and published in the School's recruitment statements or general information publications.

2000 PROGRAM

2261.03 Federal School Improvement Plan (Adopted 6/25/2012)

Reference: 20 USC § 6316; 34 CFR § 200.41

If the School is identified as requiring school improvement, in accordance with requirements of the No Child Left Behind Act, it shall adopt policies and practices regarding the School's core academic subjects that are most likely to ensure that students will meet the State's

proficient level of achievement on the State academic assessment not later than the 2013-2014 school year.

2000 PROGRAM

2261.04 Parent Participation in Title I Programs (Adopted 6/26/17)

In accordance with the requirement of Section 1118 of Title I, programs supported Title I funds must be designed and implemented in consultation with parents of students receiving services. The Head of School or his/her designee shall insure that the Title I plan contains a written statement of guidelines developed with, approved by, and distributed to parents of participating students. The guidelines will describe how the following will be accomplished:

1. Involve parents in the program, inviting their participation in the development of the plan;
2. Conduct meetings with parents including using flexible scheduling and whatever assistance the School may be able to provide parents in order to better ensure their attendance at meetings and for providing information in a language the parents can understand;
3. Meetings that will include review and explanation of the curriculum, means of assessment and the proficiency levels students are expected to achieve and maintain;
4. Provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions to the plan;
5. Involved parents in the planning, review and improvement of the Title I program;
6. Inform parents regarding the School performance profiles and their child's individual performance;
7. Assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
8. Provide timely responses to parental questions, concerns and recommendations;
9. Provide coordination, technical assistance and other support necessary to assist Title I to develop effective parental participation activities to improve academic achievement;
10. Conduct an annual evaluation of the parental involvement plan, with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
11. Coordinate the parental involvement plan with other programs, such as Head Start,

Reading First, Even start, Parents as Teachers and Home Instruction for Preschool Youngsters;

12. Conduct other activities will be conducted as appropriate to the plan and State and Federal requirements. The Head of School, or his/her designee, shall also assure that the School develops a specific plan, with parental involvement, that details how the following will occur:
 - A. Convene an annual meeting, at a convenient time to which parents of participating children are invited, to explain the parents' rights to be involved and the School's obligations to develop an involvement plan. In addition, devise a flexible meeting schedule and assistance to encourage parental involvement, i.e. child care, transportation, home visits, or similar aid.
 - B. Involve parents in an organized, on-going and timely way in the development review and improvement of parent involvement activities.
 - C. Provide participating students' parents with a) timely information about Title I programs, b) an explanation of the curriculum including forms of academic assessment and proficiency levels and c) regular meetings, upon request, to make suggestions and receive responses regarding their student's education.
 - D. Develop jointly with parents a School-parent agreement that outlines the responsibilities of parents, School staff and the student for academic improvement that includes a) the School's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment, b) parents' responsibility for items including, but not limited to, regular attendance, homework completion, participation in extracurricular activities, excessive television watching, parent volunteers in classrooms, etc. and c) the importance of parent-teacher communication on an ongoing basis using, at a minimum, an annual parent teacher conference to discuss achievement and the agreement, frequent progress reports to parents, reasonable access to staff and opportunities to observe and participate in classroom activities.

2000 PROGRAM

2416 Student Privacy and Parental Access to Information (Adopted 6/25/2012)

Reference: Family Educational Rights and Privacy Act ("FERPA"), 20 USC §§ 1232g, 1232h;

34 CFR §§ 99.7, 99.31

The Board of Directors respects the privacy rights of parents and their children. Without prior written consent of the student, (if an adult or an emancipated minor) or his/her parents (if an un-emancipated minor), no student shall be required, as a part of the School program or the School's curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning the following:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sexual behavior or attitudes;

- D. illegal, anti-social, self-incriminating, or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those with lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The School Leader shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Upon request, parents shall have the right to inspect a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the School to the student. The parent shall have access to the survey/evaluation within a reasonable period of time after the request is received by the School Leader.

To ensure the right of parents, the Board expects the School Leader to perform the following:

- A. Provide timely, written notification to parents about any surveys, analyses, or evaluations that may reveal any of the information identified in A-H above. Such notification shall inform parents about their right to inspect the survey, analysis, or evaluation prior to the initiation of the activity with students.
- B. Allow the parent the option of excluding their student from the activity.
- C. Report collected data in a summary that does not permit one to make a connection between the data and individual students or small groups of students.
- D. Treat information as identified in A-H above as confidential information in accordance with Policy 8350.

Upon written request, parents have the right to inspect any instructional material used as part of the educational curriculum of the student. Parents will have access to the instructional material within a reasonable period of time after the written request is received by the building School Leader. The term instructional material means any learning materials provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose).

The term personal information means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security number.

This section does not apply to the following:

- A. the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, student or educational institutions (e.g., college or other post-secondary education

recruitment, military recruitment; book clubs, magazines, programs providing access to low-cost literary products).

- B. the use of curricular and instructional materials by elementary and secondary schools.
- C. the use of tests and assessments by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
- D. the sale by students of products or services to raise funds for School-related or activities related to education.
- E. the conduct of student recognition programs.

The School Leader is expected to provide notice directly to parents of students enrolled in the School of the substantive content of this policy, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in this policy. In addition, the School Leader shall notify parents of students in the School, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and
- B. activities involving the administration of any survey by a third party that contains one or more of the items described in A through H above.

For purposes of this policy, the term parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent, with whom the child lives, or other person legally responsible for the welfare of the child).

2000 PROGRAM

2431 Interscholastic Athletics (Adopted 6/25/2012)

Reference: MCL 380.1289, 380.1318, Good Sportsmanship Campaign,

Michigan

High School Athletic Association

The Board of Directors recognizes the value to the School and to the community of a program of interscholastic athletics for as many students as feasible.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by or the School alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the School.

The Board further adopts those 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.

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. The School Leader is to develop guidelines for coaches to follow which will ensure that as many team members as possible get the chance to play, so they have the opportunity to benefit from the learning experience.

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

A list of performance-enhancing substances developed by the Department of Community Health can be found AG 2431D. This list will be distributed to parents.

The School Leader shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

Prior to enrolling in the sport:

- A. Each participant shall submit to a thorough physical examination by a licensed physician.
- B. Parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- C. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.
- D. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

A female student shall be permitted to compete for a position in all interscholastic athletic activities. If the School has a girl's team in an interscholastic athletic activity, a female shall be permitted to compete for a position on any other team for that activity.

Drug-Testing of Athletes

The Board requires that each student enrolling in any of the School's interscholastic athletic programs agree to sign an enrollment application by which they agree to participate in:

- A. A random and reasonable suspicion drug-testing program,
- B. A reasonable suspicion drug-testing program conducted and paid for by the School, during the term of the athletic program in which the student will participate.

The School Leader is expected to develop administrative guidelines which provide for a drug-

testing procedure that will produce consistently-reliable test results and protects the student's rights to privacy. A list of performance-enhancing substances developed by the State Department of Community Health shall be included in AG 2431. This list will be distributed to parents and local physicians who might provide such a test.

Any athlete who tests positive for any drug other than a prescribed medication shall be disciplined in accordance with due process and the Discipline Code adopted by the Board.

In support of the Michigan High School Athletic Association's program to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) which reflect the School's educational objectives and promote, the ideals of good sportsmanship, ethics, and integrity;
- B. establish standards for athletic participation which reinforce the concept that athletic activities are a privilege, not a right;
- C. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;
- D. recognize the value of school athletic activities as a vital part of education.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

2000 PROGRAM

2460 Operation of a Child Care Center or Before/After School Program

(Adopted 6/25/2012)

Reference: MCL 380.1285a; R 400.5102; R 400.5104a; R 400.5107; R 400.5111b; R 400.5114

If a child care center or before/after-school program is operated by the School, the Board, in consultation with the director of the program and/or the School Leader, shall develop, adopt, and annually review policies concerning the program that, at a minimum, address safety procedures for the program, including first aid, food safety, discipline, dispensing and storage of medication, and access to student emergency information and telephones.

If the School operates a child care center, it shall develop and implement the following written policies:

- A. a screening policy for all staff and volunteers, including parents, who have contact with children;
- B. a policy regarding supervision of volunteers, including volunteers who are parents of a child in care;
- C. an age-appropriate policy regarding the discipline of children, which shall be provided to staff and parents;
- D. a health care plan that includes health-related resources and health practices and

policies

including procedures for child and staff hand washing; handling children's bodily fluids; cleaning and sanitizing all equipment, toys and other surfaces; and controlling

infection,

including universal precautions; and

E. a fee policy

2000 PROGRAM

2460 Education of Children with Disabilities (Adopted 6/25/2012)

Reference: 20 USC §§ 1412, 1413, 1418, 1464; 34 CFR §§ 300.156, 300.201, 300.209, 300.220, 300.224, 300.626, 300.646

The School shall assume primary responsibility for the administration and delivery of special education programs and services to students with disabilities. The School is committed to the provision of a continuum of special education programs and services to disabled students in cooperation with the Ottawa Intermediate School District. Placement options shall follow a continuum of services model to ensure that each disabled person is provided a free and appropriate public education in the least restrictive environment. To that end, every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments, such as resource rooms, self-contained categorical classrooms, or settings outside the School will be considered only after consideration has been given by the individual educational plan as to the feasibility of placement in the regular classroom.

The School administration shall adopt guidelines that are consistent with State laws and regulations to coordinate services for children with disabilities.

The School shall take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.

2000 PROGRAM

2460 Education of Children with Disabilities

2460.02 Least Restrictive Environment Position Statement (Adopted 6/25/2012)

Reference: IDEA, 20 USC 1400, et. seq.

It is the philosophy and position of the Board of Directors and its administration that the primary responsibility for the administration and delivery of special education programs and services should be within the Academy and at the Academy a student would regularly attend, whenever appropriate.

Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to disabled students in cooperation with the Ottawa Intermediate School District. Placement options shall follow a continuum of services model to ensure that each disabled person is provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To that end, every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments such as: resource rooms, self-contained categorical classrooms, or

settings outside of the Academy will be considered only after consideration has been given by the I.E.P. as to the feasibility of placement in the regular classroom.

3000 STAFF

3122 Anti-Discrimination (Adopted 6/25/2012)

Reference: Michigan Constitution, Article I, § 26

Elliott-Larsen Civil Rights Act, MCL 37.2402;

Revised School Code, MCL 380.504(2);

Nondiscrimination on the basis of disability, 28 CFR §§ 35.105, 35.130;

Discrimination on the basis of race, color, national origin, sex, and handicap in vocational

education programs, 34 CFR Part 100; Discrimination on the basis of handicap, 34 CFR §§

104.6, 104.8; Gender equity, 20 USC §§ 7283b, 7283c; 42 USC § 14043c-3; 34 CFR Part 106;

Policies related to pregnancy and childbirth, 29 CFR § 1604.10 42 USC 2000ff et seq., the

Genetic Information Nondiscrimination Act 29 CFR Part 1635

The School shall not discriminate in its policies, practices, procedures, or activities on the basis of race, color, national origin, sex, disability/handicap, marital/parental/ family status, or genetic information and shall comply with all applicable law with respect to equitable treatment of students, employees, and applicants for employment.

In addition, the School shall not do any of the following:

A. Discriminate against an individual in the full utilization of or benefit from the School, or the services, activities, or programs provided by the School because of religion, race, color, national origin, or sex.

B. Print or publish or cause to be printed or published a catalog, notice, or advertisement indicating a preference, limitation, specification, or discrimination based on the religion, race, color, national origin, or sex of an applicant for admission to the School.

C. Announce or follow a policy of denial or limitation through a quota or otherwise of educational opportunities of a group or its members because of religion, race, color, national origin, or sex.

Prior to the beginning of each school year, the School shall announce its policy of non-discrimination to students, parents, employees, through the employee leasing vendor, and the general public, together with a summary of the School's program offerings and admissions criteria and contact information for the person designated to coordinate compliance activities. The School's policy of non-discrimination shall be stated in all announcements, bulletins, catalogs, or application forms. All School personnel, through the employee leasing vendor, shall adhere to such policies.

3000 STAFF

3122 Anti-Discrimination

3122.01 Drug Free Workplace (Adopted 6/25/2012)

Reference: MCL 37.1211(a); 20 USC §§ 5812, 7114; 41 USC § 702; 42 USC §§ 12114, 12210; 28

CFR § 35.131; 29 CFR §§ 825.112, 1630.3; Drug and alcohol testing for persons who

operate

commercial motor vehicles, 49 CFR §§ 382.121, 382.401, 382.601

The use, manufacture, possession, distribution, or dispensation of alcoholic liquor or the illegal use, manufacture, possession, distribution or dispensation of drugs or drug paraphernalia is strictly prohibited on School property, School transportation, or at School-sponsored events. The School shall maintain a drug-free environment at all times, and shall constitute a drug-free workplace.

Staff found in possession of alcohol or illegal drugs (including drug paraphernalia), or found to be under the influence of such substances, shall be subject to employee discipline, up to and including possible termination of employment, in accordance with applicable law and consistent with the employee leasing vendor, regardless of whether that employee is presently taking leave pursuant to the Family and Medical Leave Act.

The School administration shall establish a drug-free awareness program consistent with this policy and all applicable law. Such a program may include reasonable guidelines and procedures designed to ensure that an individual who has formerly engaged in the illegal use of drugs is no longer engaging in the illegal use of drugs.

The employee leasing vendor shall provide the staff with a copy of the standards regarding alcoholic liquor and illegal drugs, including drug paraphernalia, and shall be informed that compliance with these standards is mandatory.

3000 STAFF

3123 Section 504/ADA Prohibition Against Disability Discrimination in Employment

(Adopted 6/25/2012)

Reference: 29 C.F.R. Part 1630 29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as

amended, 34 C.F.R. Part 104 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990,

as amended

The Board of Directors shall direct the employee leasing vendor to assure it prohibits discrimination against any employee or applicant assigned to the Academy based upon his/her disability.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

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

An impairment that is episodic in nature or in remission is considered a disability if it would

substantially limit a major life activity when active.

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

A qualified person with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and, with or without reasonable accommodation, can perform the essential functions of the job in question.

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

The School Compliance Officer(s) [is] [are] responsible for coordinating the School's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the employee leasing vendor.

The employee leasing vendor will oversee the investigation of any complaints of discrimination based on disability.

Training

The employee leasing vendor will also oversee the training of employees in the School so that all employees understand their rights and responsibilities under Section 504 and the ADA.

Facilities

No qualified person with a disability will, because the School's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the School will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the School is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

Notice

Notice of this Board policy on nondiscrimination in employment practices and the identity of the Compliance Officer(s) will be posted throughout the School.

3000 STAFF

3215 Use of Tobacco by Staff (Adopted 6/25/2012)

Reference: MCL 333.12601 et seq. MCL 750.473

The Board of Directors recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on school premises, in school vehicles, and in all school buildings owned and/or operated by the School.

The Board prohibits the use of tobacco product by professional staff members in school buildings, on school property (owned or leased), on school buses, and at any School-related event.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth.
- B. "use of a tobacco product" means any of the following:
 - 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
 - 2. the inhaling or chewing of a tobacco product
 - 3. the placing of a tobacco product within a person's mouth
 - 4. and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

3000 STAFF

3220 Staff Evaluation (Adopted 6/25/2012)

Reference: MCL 380.1249 (as amended)

The Board of Directors, through the powers derived from the School Code and other relevant statutes, has delegated its responsibility for the employment and discharge of all personnel to an employee leasing vendor. To carry out this responsibility, with involvement of professional staff, it delegates, through its employee leasing vendor, to the School Leader the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. evaluates the employee's job performance at least annually while providing timely and constructive feedback;
- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth;
- C. evaluates an employee's job performance, using multiple rating categories that take into account data on student growth as a significant factor (For these purposes, student growth shall be measured by national, State, or local assessments and other objective

criteria); and

- D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:
1. the effectiveness of employees, so that they are given ample opportunities for improvement; and
 2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the School Leader's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

5000 STUDENTS

5111 Admissions Policy (Adopted 6/25/2012)

Open enrollment for the next academic year always begins on the first school day in October and concludes at 3:00 pm on the last Wednesday of February. If the last Wednesday of February is not a school day, open enrollment will close at 3:00 pm on the next school day.

Following the close of open enrollment, if the number of applications exceeds the number of open seats, a random selection lottery determines acceptance. If the number of applications does not exceed the number of open seats, all applicants are accepted for their respective grades.

Lottery

The date, time, and place of the lottery are posted to the school master calendar. Lotteries will be held for any grade in which the number of applications exceeds the number of openings. Names are randomly selected, by priority grouping, and applicants are accepted based on the order in which they are selected. The lottery continues until all names are drawn. Applicants who are not accepted will be placed on a waiting list in the order their names were drawn. The lottery will begin with the lowest grade level and continue to the highest grade level.

Priority Group Preferences

The order of priority in which spaces for each grade will be filled will be as follows:

Priority Group #1

Students enrolled for the current school year that re-enroll on or before the last Wednesday of February. (Students with an Individual Education Plan active on the first day of the following school year are automatically re-enrolled unless formally withdrawn).

Priority Group #2

Siblings of currently enrolled students will be given enrollment priority if an enrollment application form for each sibling is completed and returned on or before the last Wednesday of February. Sibling preference is defined as children who have at least one common parent/legal guardian. This preference is not available to applications received after open enrollment has closed.

Child(ren) of a person employed full time at Black River Public School will be given enrollment priority if an enrollment application form for each child is completed and returned on or before the last Wednesday of February. Employee -child preference is defined as children where at least one parent or legal guardian meets the requirements as outlined by the employee handbook. This preference is not available to applications received after open enrollment has closed.

If space is not available in any grade level for this priority group, a separate lottery will be performed to determine the order of the sibling wait list.

Priority Group #3

New students accepted prior to the lottery. If the number of applicants for a grade is less than or equal to the number of spaces available for that grade, all new applicants for that grade are accepted and are enrolled prior to the lottery drawing for admissions.

Priority Group #4

Siblings of newly-enrolled students. When, at the close of Open Enrollment, one sibling is validly accepted into a grade that is not oversubscribed, or is accepted by lottery, any of that child's siblings who have timely applied, may enroll if space is available in their respective grades. If space is not available, they advance to the sibling wait list. This preference is not available to applications received after open enrollment has closed.

Priority Group #5

All remaining applicants. If there are more applicants than spaces available, a random selection lottery will be used to determine the order of those enrolled and wait listed. This preference is not available to applications received after open enrollment has closed.

Priority Group #6

Applicants after the close of open enrollment. For grades that are not oversubscribed at the end of open enrollment, applicants will be accepted on a first-come, first-served basis until the grade is full, at which time further applicants are placed on a wait list. For each grade with a wait list, all applications received will be placed on the wait list. Siblings and children of BRPS Employees will be placed at the top of the wait list above non-sibling, non-employee applicants who also applied after the close of open enrollment, but not above any student who applied during open enrollment.

For the purposes of enrollment priority, a parent's children, step-children, adopted children, foster children, and same household children, in which a parent or guardian resides, are all considered to be each other's siblings.

Admission is Conditional

Applicants are required to fully complete all required enrollment materials and provide all necessary information. This includes, but is not limited to, the enrollment application form, copy of birth certificate, immunization information, and proof of current grade level via grade report or transcript (not applicable for kindergarten applicants). Making an omission of a material fact or a false statement in enrollment application materials may be sufficient cause for denying an applicant consideration for enrollment or for expulsion after enrollment.

Compliance with the Code of Conduct

All students and prospective students must abide by the Black River Public School Student Code of Conduct and are subject to disciplinary action for violations thereof, up to and including expulsion. A prospective student is subject to the all school policies, practices and procedures (and consequences for violations), even before their first day of class.

Equal Educational Opportunity

Black River Public School does not charge tuition and does not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis not permitted by Michigan's public schools. [Some testing may be required to determine the proper placement in a subject. Such tests are administered after a student has been accepted for admission.]

5000 STUDENTS

5111.01 Homeless Students (Adopted 2/20/2012)

Reference: 42 USC 11431 et. seq.

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the School and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, Administrative Guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the School, including the following:

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students; and
- E. School nutrition programs.

The School Leader will appoint a Liaison for Homeless Children to perform the duties as assigned. Additionally, the Liaison will coordinate and collaborate with the State Coordinator

for the Education of Homeless Children and Youth and with community and School personnel responsible for the provision of education and related services to homeless children and youth.

5000 STUDENTS

5111.02 Educational Opportunity for Military Children (Adopted 6/25/2012)

Reference: Interstate Compact on Educational Opportunity for Military Children MCL 3.1041

Children of an active duty member of the United States armed services shall be entitled to all of the rights and protections afforded under the Interstate Compact on Educational Opportunity for Military Children (Compact).

The intent of this policy is to minimize the potential challenges to educational success for children of military families because of frequent moves and deployment of their parents by:

- A. facilitating the timely enrollment and placement of children of military families in educational and other school programs and activities;
- B. facilitating the on-time graduation of children of military families; and
- C. providing for the uniform collection and sharing of information between and among schools and military families.

The School Leader shall maintain guidelines for implementation of this policy which are consistent with the Compact and State law. The guidelines shall apply to children of military families within the state as well as between member states.

5000 STUDENTS

5330 Use of Medication (Adopted 8/20/18)

Reference: MCL 380.1178; 380.1179; 380.1179a

The administration of medications shall be in strict compliance with the rules and regulations of the Board and carried out by the head of school or his/her designee. Students may not have medication in their possession at any time except as stated under this Policy.

Neither the Board of Directors nor the School leader shall be responsible for the diagnosis and treatment of student illness. The administration of prescribed and/or non-prescribed medication and/or medically prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication, treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

For purposes of this policy, medication shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies and performance-enhancing drugs as well as epinephrine auto injectors and asthma related inhalers.

Treatment refers both to the manner in which a medication is administered and to health-care procedures that require special training, such as catheterization.

Oral prescription medication will be administered only with written doctor authorization. Non-prescription medication, with the exception of cough lozenges, will only be administered with written doctor authorization. Unless otherwise indicated, school personnel will administer all medication, when all of the following guidelines have been met:

1. A physician prescribes prescription medication and gives signed written authorization for non-prescription medication, with the exception of cough lozenges.
2. A parent/guardian written permission for administration of any prescription medication, and/or non-prescription medication excluding cough lozenges.
3. The medication is in its original container with printed directions from the pharmacy or pharmaceutical company, or on the label for non-prescription medication and the label includes the student's name (for prescription medication), dosage and frequency of administration.
4. Parents/guardians have brought the medication to the school office for dispensing to students.
5. Parent/guardian consents in accordance with HIPPA regulations.

A medical log will be maintained on the quantity of the prescription medication administered to the student or deemed unusable (e.g. falls on the ground and is destroyed, etc.) and that the remainder is returned to the parent/guardian. If the student requires administration of a non-prescription medication more than 2 weeks in a row, written permission from a doctor will be required before additional non-prescription medication will be administered unless specifically addressed in the original written permission from the physician.

Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement.

All staff authorized to administer medication or treatment will receive training on appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with knowledge of the School's policy and procedures and knowledge of the administration of medications or treatment.

All prescription medication shall be kept in a locked storage case in the School's office.

The Board shall permit only trained staff to administer any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician.

Self-Administration of Medication

Any request by a parent/guardian for a student to self-administer medication of any kind (prescription or non-prescription) whether at school, at a school approved function and/or a field trip must follow the following procedures:

1. A request from the parent must be provided to the Head of School or his/her designee prior to a student self-administering medication.
2. The following factors will be considered when determining whether the request for self-administering of medication is approved:
 - a. The developmental ability of the student,
 - b. The need to have ready access to emergency medication, and
 - c. The safe storage of the medication.
3. A plan will be presented to the administration for students who self-administer. A physician must authorize self-administration of medication. The plan shall address how to keep a record of administrations.
4. The student's parent/guardian must provide written permission and request to the school to allow student to self-possess and self-administer medication.
5. The parental or guardian request/permission and physician's instructions should be renewed annually, or more often, if necessary.
6. All medication should be kept in a labeled container as prepared by a pharmacy or pharmaceutical company and labeled with dosage and frequency of administration. This language also pertains to refills.
7. The administrator may discontinue the student self-administration privilege upon advance notification to the parent/guardian. (IDEA) or Section 504 or the Rehabilitation Act requirements.
8. A student who requires the use of an inhaler or other medications approved for self administration under the above conditions for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the student's physician and parent/guardian.
9. A student who is in possession of an inhaler or other medications approved for self carry under the above conditions shall have each teacher on their current schedule notified of this by the building administrator/or designee.
10. If a student is under an Individualized Educational Program (IEP) or Section 504 Plan, the action must be taken in accordance with Individuals with Disabilities Education Act

II. Inhalers, Epinephrine Auto Injectors and FDA Approved Topical Substance

1. Subject to the requirements below, notwithstanding any School Policy to the contrary, a student may possess and use 1 or more of the following at school, on school-sponsored transportation or at any activity, event or program sponsored by or in which the student's school is participating:

- a. A metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms or for use before exercise to prevent the onset of asthmatic symptom.
- b. An epinephrine auto-injector or epinephrine inhaler to treat anaphylaxis.

Provided, all (i – iii)of the following are met:

i. The student has written approval to possess and use the inhaler or epinephrine auto-injector as described above from the student's physician or health care provider authorized by law to prescribe an inhaler or epinephrine auto-injector and, if the student is a minor, from the student's parent or legal guardian.

ii. The Head of School or his/her designee has received a copy of each written approval required under (i) above.

iii. There is on file a the student's school a written emergency care plan that contains specific instructions for the student's needs, that is prepared by a physician licensed in this state in collaboration with the student and the student's parent or legal guardian, and that is updated as necessary for changing circumstances.

2. Notwithstanding any school policy to the contrary, a student may possess and use a US Food and Drug Administration approved, over-the-counter topical substance at school, on school-sponsored transportation or at any activity, event, or program sponsored by or in which the student's school is participating if all of the following conditions are met:

i. If the student is a minor, the student has written approval to possess and use the US Food and Drug Administration approved over-the-counter topical substance from the student's parent or legal guardian.

ii. The Head of School or his/her designee has received a copy of the written approval required under (i) above, if any, for the student.

3. All applicable indemnification, limits to liability and/or damages provided by statute, including but not limited to MCL 380.1179A, will apply to those entitled to coverage pursuant to the applicable statutes based on the good faith inquiry and determination of those covered.

4. As part of its general powers, the School may request, but not require, a student's parent or legal guardian to provide an extra inhaler or epinephrine auto-injector to designated school staff for use in case of emergency.

5. The Head of School or his/her designee shall notify each of the student's teachers of the

fact that a student in his/her class that the student is in possession of a US Food and Drug Administration approved over-the-counter topical substance, an inhaler or an epinephrine auto-injector and also notify the staff member of the provisions of this policy.

III. Use of Auto Injectors

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Policy 5330.

The School shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It is the responsibility of the Head of School, or his/her designee, to insure that the supply of Epi-Pens is maintained at the appropriate level and have not expired. The Head of School, or his/her designee, will also be responsible for assuring that employees who may administer Epi-Pen injections are properly trained and to maintain a list of those employees.

A. Only a licensed, registered professional nurse employed or contracted by the School or a school employee, who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The School shall maintain a list of the persons authorized to use the School maintained Epi-Pens and shall be kept in each school office and electronically for access and employee reference.

B. Each school with more than ten (10) or more combined instructional and administrative staff shall have at least two persons trained in the appropriate use and administration of an Epi-Pen injection.

C. Training of employees on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any Michigan Department of Education guidelines and shall be conducted under the supervision of a licensed registered professional nurse. The training shall also include an evaluation by the nurse of the employees' understanding of the protocols for administering and Epi-Pen injection.

D. Only a licensed, registered, professional nurse or a trained and authorized employee under this policy may administer Epi-Pen injections to any student who has a prescription on file with the School, in accordance with the directives in such prescription, and/or any individual on school grounds who is believed to be having an anaphylactic reaction.

E. Any person who administers an Epi-Pen injection to a student shall promptly notify the student's parent/guardian and the Head of School or his/her designee that an injection has been administered. All Epi-Pen injections by employees to students shall be promptly reported in writing to the Head of School, or his/her designee, and shall include whether the school Epi-Pen was used and whether the student was previously known to be subject to severe allergic reactions (anaphylaxis).

F. The Head of School, or his/her designee, shall at least annually, if so required, report to the MDE, in the form and manner determined by the MDE, information on the number of

injections provided to students, the number of injections with School Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

This policy and the Administrative Guidelines developed to establish appropriate procedures shall be implemented in such a manner to comply with School's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities.

5000 STUDENTS

5460 Graduation Requirements (Adopted 6/25/2012)

Reference: MCL 380.1166, 380.1278a(1), 380.1278a(2), 380.1278a(4)(c), 380.1279b
20 USC 1400 et seq.
20 USC 1401 et seq.
29 USC 794
42 USC 12131 et seq.

It shall be the policy of the Board of Directors to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of School goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this School who meets the requirements of graduation established by this Board, the Michigan Department of Education (MDE), and as provided by State law.

Credit may be earned by:

- A. traditional course work;
- B. demonstrating mastery of subject area content expectations or guidelines for the credit;
- C. related course work in which content standards are embedded;
- D. non-traditional course work;
- E. independent teacher-guided study;
- F. dual enrollment;
- G. advanced placement courses;
- H. online class subject to prior approval of the School Leader.

Special education students who properly complete the programs specified in their I.E.P., or in a personal curriculum, and meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

For State-mandated curriculum requirements, a student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State or the student earns a qualifying score, as determined by the School on one or more assessments developed or selected by the School

that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses, which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation or other established means.

Such credit shall not be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

A high school student shall be granted credit in any foreign language not offered by the School providing the student meets the competency criteria established by the School Leader. Commencement exercises will include only those students who have successfully completed requirements as certified by the School Leader. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

5000 STUDENTS

5501 Safe and Disruptive-Free Zones (Adopted 2/20/17)

The Board of Directors is responsible, pursuant to the Revised School Code, to ensure the safety and welfare of students while at school, on the school campus and/or at a sponsored school event. The Board is authorized to exercise powers incidental and/or appropriate to the performance of functions related to educating pupils. In accordance with its authority the Board of Directors hereby designates all property owned or leased by Black River Public School "Dangerous Weapons and Disruption-Free Zones".

The Head of School shall create and implement any regulations and procedures necessary to enforce such zones in order to prevent and mitigate actual or potential emergencies and threats to the safety of Black River students, faculty, staff, families and citizens.

The Head of School may exercise any power necessary, as granted and/or required by Michigan law, to educate students and maintain a safe and productive educational environment at all times.

The Head of School shall ensure the Board commitment to the least disruptive school environment possible. This includes the refusal of any person (students, employees, staff assigned to Black River Public School or the public at large) attempting to access school property, which may conflict with the responsibility to preserve the educational process and/or to protect students from potential harm, without violating any fundamental right to go onto or access school property. This refusal may include situations where a person causes either actual or reasonable forecast of material disruption to the educational process.

5000 STUDENTS

5502 Dangerous Weapons (Adopted 1/16/17)

The Board of Directors is responsible, pursuant to the Revised School Code, to ensure the safety and welfare of students while at school, on the school campus and/or at a sponsored school event. The Board, operating within its legal duty declares all property owned or leased by Black River Public School as Dangerous Weapons and Disruption-Free Zones.

No person in possession of a dangerous weapon will be allowed to remain on property owned or leased by Black River Public School at any time when students are at school, on school campus or at a school sponsored activity in accordance with Board Policy 5501 in order to maintain the least restrictive educational environment and to ensure the safety and welfare of students.

A dangerous weapon, for purposes of this Policy and in accordance with other approved Board Policies, shall include a firearm (including a starter gun or pistol) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device; a dagger, dirk, stiletto, knife with blade over three (3) inches in length, or pocket knife opened by a mechanical device, an iron bar or brass knuckles or, any other weapon set forth in 18 USC 921. In addition, any electronic device that inflicts or causes pain or suffering is likewise considered a weapon. (See Student Handbook)

This prohibition does not apply to officers duly sworn to and in good standing with public law enforcement agencies. An individual who possesses a valid concealed pistol license is also prohibited from carrying a concealed pistol on the premises of the school and or school property, except concealed carry as expressly authorized by MCL 28.425 (o). The Head of School may authorize additional exceptions with subsequent and timely notice to the Board.

The Head of School shall create and implement any regulations and procedures necessary to enforce such Dangerous Weapon and Disruption-Free Zones in order to prevent and mitigate actual or potential emergencies and threats to the safety of Black River students, faculty, staff, families and citizens.

5000 STUDENTS

5516 Student Hazing (Adopted 6/25/2012)

The Board of Directors believes hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any School-sponsored event.

For purposes of this policy, hazing shall be 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. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibitions contained in this policy.

Hazing involves conduct such as, but not limited to the following:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain;
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping; and/or
- G. undressing or otherwise exposing the person being hazed.

NOTE: If the school club or organization does not have an official and approved initiation procedure, and if no school staff is involved in the activity, there is a significant likelihood that the activity may result in violation of this policy. Michigan law also makes hazing a crime, punishable by fine and/or imprisonment.

Administrators, faculty members, and other employees of the School shall be alert particularly to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer regarding the prohibitions contained in this policy and shall be ordered to end all hazing activities immediately. All hazing incidents shall be reported immediately to the School Leader. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties.

The School Leader shall distribute this policy to all students and School employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

5000 STUDENTS

5516 Anti-Harassment (Adopted 6/25/2012)

Reference: Titles VI and VII of the Civil Rights Act of 1964, 42 USC 2000d et seq.

29 USC 621 et seq.

42 USC 2000e et seq.

42 USC 1983

42 USC 2000ff et seq., The Genetic Information Nondiscrimination Act

29 C.F.R. Part 1635

Title IX of the Educational Amendments of 1972, 20 USC 1681 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC 794

The Americans with Disabilities Act of 1990, 42 USC 12101 et seq.

The Handicappers' Civil Rights Act, MCL 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, MCL 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008

General Policy Statement

It is the policy of the Board of Directors to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School operations, programs, and activities. All students, and administrators, teachers, staff, and all other school personnel assigned to the Academy are expected to share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against harassment by students, and the employee leasing vendor is expected to enforce the prohibition against harassment by staff assigned to the Academy, based on sex, race, color, national origin, religion, disability, genetic information, or any other unlawful basis, and encourages those within the School community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board and/or employee leasing vendor, as applicable, will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School community at school-related events/activities (whether on or off School property).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals, either directly against students or by the employee leasing vendor against staff assigned to the Academy, for engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definition: Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational

Amendments of 1972, "sexual harassment" is defined as:

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;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- 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.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Inappropriate boundary invasions by a employee or other adult member of the School community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Sexual conduct/relationships with students or former students by School staff employees or any other adult member of the School community is prohibited, and any teacher, administrator, coach, or other school authority, assigned to the Academy, who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery". The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to School employees or other adult members of the

School community.

Definition: Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the 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. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Definition: Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the 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. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

Definition: National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the 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. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Definition: Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the 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. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School community and third parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other School official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Members of the School community or third parties who believe they have been unlawfully harassed by another member of the School community or a third party are entitled to utilize the Board's complaint process. Initiating a complaint, whether formally or informally, will not

adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The names and titles of the Anti-Harassment Complaint Coordinators with whom complaints of sexual and other forms of unlawful harassment should be filed are set forth in the administrative guidelines that supplement this policy. The names and titles of these individuals will be published annually:

- A. in the parent and staff handbooks;
- B. on the School 's web site;
- C. in the student handbook; and
- D. in the staff handbook.

The School Leader is expected to establish administrative guidelines describing both a formal and an informal process for making a charge of harassment, a process for investigating claims of harassment, and a process for rendering a decision regarding whether the claim of harassment was substantiated. This policy and the administrative guidelines will be readily available to all members of the School community and posted in appropriate places throughout the School.

Any student or staff member assigned to the Academy who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Complaint Coordinators. Thereafter, the Complaint Coordinator must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Complaint Coordinator or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board'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 its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Informal Process for Addressing Complaints of Harassment

The administrative guidelines will include an informal complaint process to provide members of the School community or third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Members of the School community or third parties who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The administrative guidelines will include as a requirement the prerequisite that the informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process. Those members of the School community or third parties who believe that they have been unlawfully harassed may proceed immediately to the formal complaint process and individuals who seek

resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process. However, all complaints of harassment involving a District employee or any other adult member of the School community against a student will be formally investigated.

Formal Process for Addressing Complaints of Harassment

The administrative guidelines will also include a formal complaint process. While the formal complaint process may serve as the first step to resolution of a charge of unlawful harassment, it is also available in those circumstances when the informal complaint process fails to satisfactorily resolve a concern. Because of the need for flexibility, no specific time lines are established for initiating the formal complaint process; however, once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within thirty-one (31) calendar days of the complaint being received).

Members of the School community or third parties who feel they have been unlawfully harassed should file a formal written complaint with the principal of their school building or with one of the Complaint Coordinators identified in the administrative guidelines. Oral complaints of harassment will be reduced to writing by the individual receiving the complaint and the Complainant will be asked to verify the accuracy of the reported charge by signing the document. Complaints received by a school building principal will be immediately reported to the appropriate Complaint Coordinator identified in the administrative guidelines.

After a complaint is filed, the Complaint Coordinator or designee shall conduct a prompt and timely investigation. The investigation may include interviews of the complainant, the individual accused of engaging in harassing behavior, and any other witness who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

At the conclusion of the investigation the Complaint Coordinator or designee will prepare and deliver to the School Leader a written report summarizing the evidence gathered during the investigation and providing his/her recommendations regarding whether or not the complaint of unlawful harassment has been substantiated. The written report must be based on the totality of the circumstances involved in the complaint, the nature of the alleged conduct, the context in which the alleged conduct occurred, and the ages and maturity of the individuals involved.

Upon review of the written report the School Leader will either issue a final decision regarding whether or not the complaint of unlawful harassment was substantiated, or request that further investigation be conducted. A copy of School Leader's action will be delivered to both the Complainant and the individual accused of the harassing conduct.

A student Complainant who is dissatisfied with the School Leader's decision may appeal it to the Board of Directors by submitting written notice to the School Leader within ten (10) days of the date of the School Leader's decision. Upon receipt of a notice of appeal, the Board shall meet pursuant to the Open Meetings Act, which is scheduled to occur at least ten (10) days after the School Leader's receipt of the appeal notice, to review the complaint and the summary of the investigation. Following the meeting, the Board will issue a decision either affirming, modifying, or rejecting the School Leader's decision. The decision of the Board shall be final.

A staff member assigned to the Academy who is dissatisfied with the School Leader's decision may appeal it to the employee leasing vendor (Employer) consistent with its appeal process.

The Complaint process set forth in the policy and in the administrative guidelines is not intended to interfere with the rights of a member of the School community or a third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, or the Equal Employment Opportunity Commission.

The Board reserves the right to investigate, or have the employee leasing vendor investigate, and resolve a complaint or report of unlawful harassment regardless of whether the member of the School community or third party alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy and administrative guidelines or in such other manner as deemed appropriate by the Board or its designee.

Sanctions and Monitoring

The Board shall vigorously enforce, either directly or through the employee leasing vendor, its prohibitions against unlawful harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the School Leader shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School community, all subsequent sanctions imposed by the Board and/or School Leader shall be reasonably calculated to eliminate such conduct in the future.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The School Leader or designee, through the employee leasing vendor, is expected to provide appropriate training to all members of the School community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines and harassment in general, will be age and content appropriate.

5000 STUDENTS

5517.01 Bullying and other Aggressive Behavior Toward Students (Adopted 6/25/2012)

Reference: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011)

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

It is the policy of the School to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the School, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the School and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file. To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The School Leader is expected to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the School reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, other aggressive behavior should immediately report the situation to the School Leader or his/her designee. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against should be filed with the School Leader. Complaints against the School Leader should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action

may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the School Leader. The School Leader shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the School.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including

electronically transmitted acts – i.e. internet, telephone cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, 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:

A. substantially interfering with educational opportunities, benefits, or programs of one or more students;

B. adversely affecting the ability of a student to participate in or benefit from the School's educational programs or activities by placing the student in reasonable fear

C. of physical harm or by causing substantial emotional having an actual and substantial detrimental effect on a student's emotional, physical or mental health; and/or causing substantial disruption in, or substantial interference

with, the orderly operation of the School. Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying, by way of illustration and not limitation, are:

- Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

This

may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, gender identity and/or expression, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in School business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other

school events.

5000 STUDENTS

5330 Drug Free Environment (Adopted 6/25/2012)

Reference: MCL 37.1211(a); 20 USC §§ 5812, 7114; 41 USC § 702; 42 USC §§ 12114, 12210;

28 CFR § 35.131; 29 CFR §§ 825.112, 1630.3; 49 CFR §§ 382.121, 382.401, 382.601

The use, manufacture, possession, distribution, or dispensation of alcoholic liquor or the illegal use, manufacture, possession, distribution or dispensation of drugs or drug paraphernalia is strictly prohibited on School property, School transportation, or at School-sponsored events. The School shall maintain a drug-free environment at all times.

Students found in possession of alcohol or illegal drugs (including drug paraphernalia), or found to be under the influence of such substances, shall be subject to discipline pursuant to the School Code of Conduct.

The School administration is expected to establish a drug-free awareness program consistent with this policy and all applicable law. Such a program may include reasonable guidelines and procedures designed to ensure that an individual who has formerly engaged in the illegal use of drugs is no longer engaging in the illegal use of drugs.

Students of the School shall be provided with a copy of the standards regarding alcoholic liquor and illegal drugs, including drug paraphernalia, and shall be informed that compliance with these standards is mandatory.

5000 STUDENTS

5532 Performance-Enhancing Drugs/Compounds (Adopted 6/25/2012)

Reference: MCL 333.26301 et seq., 380.1318

The Board of Directors recognizes the use of dietary supplements containing performance-enhancing compounds and/or performance-enhancing drugs poses a serious health risk to students.

Accordingly, no staff member, volunteer, or contractor shall knowingly sell, market, distribute, or promote the use of any dietary supplement containing a performance-enhancing compound or a performance-enhancing drug (e.g., anabolic steroids), to a student with whom the staff member, volunteer, or contractor has contact as a part of his/her duties. Furthermore, the staff member, volunteer, or contractor shall not endorse or suggest the ingestion, intranasal application, or inhalation of such a dietary supplement by a student with whom he/she has contact as part of his/her duties.

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

5000 STUDENTS

5610 Emergency Removal, Suspension & Expulsion of Students (Adopted 6/25/2012)

Reference: MCL 380.1309; MCL 380.1312(8)&(9); MCL 37.1402; 20 USC §§ 5812, 5964, 5965,

7114, 7115, 7151; 42 USC § 290hh

[Note: MCL 380.1311a was held to be unconstitutionally overbroad in *Smith ex rel. Smith v*

Mount Pleasant Public Schools, 285 F Supp 2d 987 (ED Mich, 2003).]

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

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the School.

The School Leader shall establish guidelines to carry out Board policy and philosophy, and shall hold all staff assigned to the Academy by the employee leasing vendor, students, and parents responsible for the conduct of students at the School, in School vehicles, and at School-related events.

This Policy shall be included in the code of student conduct, which shall be reviewed periodically. This Policy shall comply with all applicable law. Any conflict between this Policy and applicable law shall be resolved in favor of applicable law.

The Board acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly School environment which is, in part, reflected in the behavior of students.

The Board requires each student of this School to adhere to the Code of Conduct established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A. Conform to reasonable standards of socially-acceptable behavior;
- B. Respect the person and property of others;
- C. Preserve the degree of order necessary to the educational program in which they are engaged;
- D. Respect the rights of others;

- E. Obey authority and respond to those who hold authority.
School administration shall designate sanctions, excluding corporal punishment, for the infraction of rules which shall:
- A. Relate in kind and degree to the infraction;
 - B. Help the student learn to take responsibility for his/her actions;
 - C. Be directed, where possible, to reduce the effects of any harm which may have been caused
by the student's misconduct.
 - D. The School Board recognizes exclusion from the educational programs of the School, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and is one that cannot be imposed without due process, since exclusion deprives a child of the right to an education. The School Board also recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency removal may result in a suspension, then due process must be ensured.

For purposes of this policy, suspension is defined as the short-term (not more than ten (10) days) or long-term (for more than ten (10) days but less than permanent expulsion) of a student from a regular School program. The School Leader may suspend and/or expel a student and such long-term suspension and/or expulsion may be appealed to the Board.

For purposes of this policy, unless otherwise defined in Federal and/or State law, expulsion is defined as the permanent exclusion of a student from the School. Students who are expelled may petition for reinstatement as provided below.

No student, otherwise eligible for attendance, shall be excluded from a School program, unless that student has substantially interfered with the maintenance of good order or unless it is necessary to protect that student's or other students' physical or emotional safety and well-being.

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the School Leader. A student so removed may be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. A student removed from the same class for ten (10) days will receive a due process hearing for each suspension beyond ten (10) days, consistent with required due process for long-term suspensions. The Board designates the School Leader as its representative at any hearings regarding suspension or expulsion of a student.
In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed.

PERMANENT EXPULSION

The Board will not tolerate behavior that creates an unsafe environment or a threat to safety. Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with their rights under federal law.

Physical Assault

A student in grade six or above may be permanently expelled if that student commits physical

assault at the School against a staff member, a volunteer, or a contractor. Physical assault is defined as intentionally causing (or attempting to cause) physical harm to another through force or violence.

Verbal Assault

A student in grade six or above may be suspended for a period of time if the student commits verbal assault at the School against a staff member, a volunteer, or a contractor or makes a bomb threat (or similar threat) directed at the building, property, or a School-related activity. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

Weapons

In compliance with state and federal law, any student may be expelled (unless as noted below) who possesses a dangerous weapon in the School's weapon-free school zone or commits either arson or criminal sexual conduct in a School building or on School property, including School buses and other School transportation.

For purposes of this policy, a "dangerous weapon" is defined by law as a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. This definition also includes other devices designed to (or likely to) inflict bodily harm, including, but not limited to, air guns and explosive devices. The term "firearm" is defined as any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of the explosive, the frame, or the bearer of any such weapon, as well as a firearm muffler, firearm silencer, or any such destructive device.

A student need not be expelled for possession of a dangerous weapon if the student can establish the following to:

- A. The object or instrument was not possessed for use as a weapon, or for direct (or indirect) delivery to another person for use as a weapon;
 - B. The weapon was not knowingly possessed;
 - C. The student did not know (or have reason to know) that the object or instrument in his/her possession constituted a dangerous weapon; or
 - D. The weapon was possessed at the suggestion, request, direction of, or with the express permission of the School Leader or the police.
- DI.

The above exceptions will not apply to student misconduct involving sexual conduct or arson. The School Leader shall ensure the expulsion is duly noted in the student's record, the student is referred to the Department of Human Services or Department of Community Health within three (3) school days after the expulsion, and the parents are informed of the referral. Furthermore, if a student who is expelled is below the age of sixteen (16), the School Leader shall ensure notification of the expulsion is given to the Juvenile Division of the Probate Court. In compliance with federal law, the School Leader shall also refer any student (regardless of age) expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the School. In addition, the School Leader shall send a copy of this policy to the State Department of Education and shall include a description of the circumstances surrounding the expulsion of the student for possessing a firearm or weapon in the School's weapon-free school zone, together with the name of the School, the number of

students so expelled, and the types of firearms or weapons brought into the weapon-free school zone.

A student expelled under this policy may apply for reinstatement in accordance with the following guidelines:

A. If the student is in grade five (5) or below at the time of the expulsion and was expelled for possessing a firearm or threatening another person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor 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 five (5) or below at the time of the expulsion and was expelled for a reason other than possessing a firearm or threatening another

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person with a dangerous weapon, the parents, legal guardian, adult student, or emancipated minor may submit a request for reinstatement at any time, but the student may not be reinstated before ten (10) school days from the expulsion date.

C. If the student is in grade six (6) or above at the time of the expulsion, the parents, legal guardian, adult student, or 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.

D. The parent, adult student, or emancipated minor shall submit the request for reinstatement to the School Leader.

E. Within ten (10) school days, the School Leader shall submit the request, together with any other information he/she deems pertinent, to a School Board appointed committee consisting of two (2) Board members, a school administrator, a teacher, and a School-parent representative.

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

1. The extent to which reinstatement would create a risk of harm to students or School staff;
2. The extent to which reinstatement would create a risk of School or individual liability for the School Board or School staff;
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. The degree of cooperation and support the parent has provided and will provide if the student is reinstated (if the request was filed by a parent), including, but not limited to the parent's receptiveness toward any conditions placed on the reinstatement. Such conditions, for example, might include a written agreement by the student and/or a parent who filed the reinstatement request to accomplish the

following:

- an
- a. abide by a behavior contract involving the student, his/her parents, and 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.
8. The committee may also allow the parent, adult student, or emancipated minor to oppose conditions as part of the request for reinstatement.

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

In the event a student who has been permanently expelled from another school requests admission to this School, in making its decision, the School Board shall follow the same procedure it has established in paragraphs A-F, above, for the reinstatement of a student.

The School Leader shall ensure School Board policies and guidelines regarding a student's rights to due process are followed when dealing with a possible expulsion under this policy.

IN-SCHOOL DISCIPLINE

The purpose of this policy is to provide an alternative to out of school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board to support such a program.

In-school discipline will only be offered at the discretion of the School Leader for offenses found in the Student Code of Conduct.

The School Leader is to establish guidelines for the proper operation of such a program and to ensure appropriate due-process procedures are followed as applicable. (See BP 5630.01)

DUE PROCESS RIGHTS

The School Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the School's disciplinary procedures.

To better ensure appropriate due-process is provided a student, the School Board establishes the following:

Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The School Leader or other designated administrator shall provide the opportunity to be heard and shall be responsible for making

the suspension decision. An appeal may be addressed to the School Leader whose decision will be final.

Students subject to long-term suspension and expulsion:

A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and meet with the School Leader for the due process hearing. If the decision is to expel or issue a long-term suspension, the parent(s) of the student or an emancipated minor may appeal the initial determination to the School Board with a representative. The student and/or his/her guardian must also be provided a brief description of the student's rights and the hearing procedure, a list of the witnesses who will provide testimony to the School Board, and a summary of the facts to which the witnesses will testify. At the student/parent's request, the hearing shall be held in closed session, but the Board must act publicly. The Board shall act by providing a written decision on any appeal of an expulsion, a request for reinstatement, or a request for admission after permanent expulsion from another school.

The School Leader is expected to develop guidelines to ensure all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights shall be placed in all student handbooks, in a manner that facilitates understanding by students and their parents.

CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the School Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or School through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- A. restrain or remove a student who refuses to comply with a request to behave or report to the office;
- B. quell a disturbance threatening physical injury to self or others;
- C. obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- D. the protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the School contracts for services.

The School Leader shall provide guidelines, including a list of alternatives to corporal punishment.

5000 STUDENTS

5610 Removal, Suspension & Expulsion of Students with Disabilities (Adopted 6/25/2012)

The School shall abide by federal and state laws in matters relating to discipline, suspension, and expulsion of disabled students.

5000 STUDENTS

5630.01 Student Seclusion and Restraining (Adopted October 17, 2022)

STUDENT SECLUSION AND RESTRAINT

Black River Public School is committed to teach, practice and reinforce behaviors that result in positive academic and social outcomes for students. In the event a staff member needs to restrain and/or seclude student(s), it must be done in accordance with this policy.

I. EMERGENCY SECLUSION

Seclusion is intended for the purposes of emergency situations only, 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.

Emergency seclusion may not be used in place of appropriate less restrictive interventions.

A. Definition of Seclusion

1. "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.

B. Definition of Emergency Seclusion

1. "Emergency seclusion" is defined in MCL 380.1307h(e) as "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."

2. "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.”

C. Limitations in Use

1. Emergency seclusion is not permitted:
 - a. for the confinement of preschool children or of pupils who are severely self-injurious or suicidal;
 - b. if the seclusion is used:
 - i. for the convenience of school personnel;
 - ii. as a substitute for an educational program;
 - iii. as a form of discipline or punishment;
 - iv. as a substitute for less restrictive alternatives;
 - v. as a substitute for adequate staffing; or
 - vi. as a substitute for school personnel training in positive behavioral intervention and support;
 - c. as prohibited under MCL 380.1307b; or
 - d. when contraindicated based on (as documented in a record or records made available to the school) a pupil's:
 - i. disability;
 - ii. health care needs; or
 - iii. medical or psychiatric condition.

D. General Procedures for Emergency Seclusion

1. Emergency seclusion shall be performed in a manner that, based on research and evidence, is:
 - a. safe;
 - b. appropriate; and
 - c. proportionate to and sensitive to the student's:
 - i. severity of behavior;
 - ii. chronological and developmental age;
 - iii. physical size;
 - iv. gender;
 - v. physical condition;
 - vi. medical condition;
 - vii. psychiatric condition; and
 - viii. personal history, including any history of physical or sexual abuse or other trauma.
2. 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.
3. Time and Duration – Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than:
 - a. 15 minutes for an elementary school pupil or

b. 20 minutes for a middle school or high school pupil.

If an emergency seclusion lasts longer than 15 minutes for an elementary school pupil or 20 minutes for a middle school or high school pupil, all of the following are required:

- a. additional support (which may include a change of staff, introducing a nurse or specialist, or additional key identified personnel); and
- b. documentation to explain the extension beyond the time limit.

4. School Personnel Requirements – While using emergency seclusion, school personnel must do all of the following:

- a. involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil;
- b. continually observe the pupil in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern;
- c. document observations; and
- d. ensure that at all times during the use of emergency seclusion there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.

5. Documentation and Reporting – Each use of seclusion and the reason for each use shall be:

- a. documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately; and
- b. documented in a written report for each use of seclusion (including multiple uses within a given day) with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.

6. Debrief – After any use of seclusion, 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.

7. Reoccurring Behavior – 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:

- a. conduct a functional behavioral assessment;
- b. develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of seclusion;
- c. develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least:
 - i. the parent or guardian;
 - ii. the pupil (if appropriate);
 - iii. the individuals responsible for implementation of the positive behavioral intervention and support plan; and
 - iv. individuals knowledgeable in positive behavioral intervention and support.

8. Emergency Intervention Plan – 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, 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 an individual knowledgeable about the use of positive

behavioral intervention and support to eliminate the use of seclusion. The emergency intervention plan should be developed and implemented by taking the following documented steps:

- a. describe in detail the emergency intervention procedures;
- b. describe in detail the legal limits on the use of emergency seclusion, including examples of legally permissible and prohibited use;
- c. make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion;
- d. conduct a peer review by knowledgeable school personnel; and
- e. provide the parent or guardian with all of the following, in writing and orally:
 - i. 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;
 - ii. an explanation of what constitutes an emergency situation as defined in MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition;
 - iii. a detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion;
 - iv. a detailed explanation of the legal limits on the use of emergency seclusion, including examples of legally permissible and prohibited use;
 - v. a description of possible discomforts or risks; and
 - vi. answers to any questions.

A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion could be used. Emergency seclusion 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.

9. Data Collection – The school district, public school academy, or intermediate school district shall collect and report data regarding the use of seclusion. The data should:
- a. be analyzed to determine the efficacy of the school's schoolwide system of behavioral support;
 - b. be analyzed in the context of attendance, suspension, expulsion, and dropout data;
 - c. be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion;
 - d. be analyzed on a schedule determined by the MDE; and
 - e. be electronically reported to the MDE.
 - f. include a list of appropriately-trained key identified personnel and their levels of education; training; and knowledge. This request for information that is currently reported to the Center for Education Performance and Information (CEPI) satisfies this requirement.

E. Prohibited Practices

1. The following practices are prohibited for school personnel in the public schools of this state 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. 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.
 - ii. 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.
 - i. Prone restraint.
 - j. Physical restraint, other than emergency physical restraint.
 - k. Any other type of restraint.

II. Emergency Physical Restraint

Physical restraint is intended for the purposes of emergency situations only, 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.

Emergency physical restraint may not be used in place of appropriate less restrictive interventions.

A. Definition of Restraint

1. "Restraint" means an action that prevents or significantly restricts a pupil's movement.
 - a. "Physical restraint" means restraint involving direct physical contact.
 - b. "Chemical restraint" means the administration of medication for the purpose of restraint.
 - c. "Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.
2. Restraint does not include:
 - a. the brief holding of a pupil in order to calm or comfort;
 - b. the minimum contact necessary to physically escort a pupil from one area to another;
 - c. 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
 - d. 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.

3. Restraint does not include:
 - a. the administration of medication prescribed by and administered in accordance with the directions of a physician;
 - b. an adaptive or protective device recommended by a physician or therapist when it is used as recommended; or
 - c. safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation.
4. Restraint does not include necessary actions taken:
 - a. to break up a fight;
 - b. to stop a physical assault, as defined in MCL 380.1310(b); or
 - c. 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.

B. Definition of Emergency Physical Restraint

"Emergency physical restraint" is defined in MCL 380.1307h(d) as "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."

C. Limitations in Use

1. Emergency physical restraint is not permitted:
 - a. if the physical restraint is used:
 - i. for the convenience of school personnel;
 - ii. as a substitute for an educational program;
 - iii. as a form of discipline/punishment;
 - iv. as a substitute for less restrictive alternatives;
 - v. as a substitute for adequate staffing; or
 - vi. as a substitute for school personnel training in positive behavioral intervention and support;
 - b. as prohibited under MCL 380.1307b; or
 - c. when contraindicated based on (as documented in a record or records made available to the school) a pupil's:
 - i. disability;
 - ii. health care needs; or
 - iii. medical or psychiatric condition.

D. General Procedures for Emergency Restraint

1. Emergency physical restraint shall be performed in a manner that, based on research and evidence, is:
 - a. safe;
 - b. appropriate; and
 - c. proportionate to and sensitive to the pupil's:
 - i. severity of behavior;
 - ii. chronological and developmental age;
 - iii. physical size;

- iv. gender;
- v. physical condition;
- vi. medical condition;
- vii. psychiatric condition; and
- viii. personal history, including any history of physical or sexual abuse or other trauma.

2. 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.

3. Time and Duration – Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended and generally no longer than 10 minutes. If an emergency physical restraint lasts longer than 10 minutes, all of the following are required:

- a. additional support (which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel); and
- b. documentation to explain the extension beyond the time limit.

4. School Personnel Requirements – while using emergency physical restraint, school personnel must do all of the following:

- a. involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil;
- b. continually observe the pupil in emergency physical restraint for indications of physical distress and seek medical assistance if there is a concern;
- c. document observations;
- d. 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; and
- e. ensure that at all times during the use of emergency physical restraint there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.

5. Documentation and Reporting – Each use of restraint and the reason for each use shall be:

- a. documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately; and
- b. documented in a written report for each use of restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.

6. Debrief - After any use of 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.

7. Reoccurring Behavior – 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 physical restraint, school personnel are encouraged to do all of the following:

- a. conduct a functional behavioral assessment;
- b. develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of restraint;

- c. develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least:
 - i. the parent or guardian;
 - ii. the pupil (if appropriate);
 - iii. the individuals responsible for implementation of the positive behavioral intervention and support plan; and
 - iv. individuals knowledgeable in positive behavioral intervention and support.

8. Emergency Intervention Plan – 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 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 physical restraint, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of restraint. The emergency intervention plan should be developed and implemented by taking all of the following documented steps:

- a. describe in detail the emergency intervention procedures;
- b. describe in detail the legal limits on the use of emergency physical restraint, including examples of legally permissible and prohibited use;
- c. make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency physical restraint;
- d. conduct a peer review by knowledgeable school personnel; and
- e. provide the parent or guardian with all of the following, in writing and orally:
 - i. 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;
 - ii. an explanation of what constitutes an emergency situation as defined in MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition;
 - iii. a detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency physical restraint;
 - iv. a detailed explanation of the legal limits on the use of emergency physical restraint, including examples of legally permissible and prohibited use;
 - v. a description of possible discomforts or risks; and
 - vi. answers to any questions.

A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency physical restraint could be used.

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 physical restraint.

9. Data Collection – The school district, public school academy, or intermediate school district shall collect and report data regarding the use of restraint. The data should:

- a. be analyzed to determine the efficacy of the school's school-wide system of

behavioral support;

b. be analyzed in the context of attendance, suspension, expulsion, and dropout data;

c. be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of restraint;

d. be analyzed on a schedule determined by the MDE; and

e. be reported to the MDE. f. include a list of appropriately-trained key identified personnel and their levels of education; training; and knowledge. This request for information that is currently reported to the Center for Education Performance and Information (CEPI) satisfies this requirement.

E. Prohibited Practices

1. The following practices are prohibited for school personnel in the public schools of this state 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. 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.

ii. 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.

i. Prone restraint. j. Physical restraint, other than emergency physical restraint.

k. Any other type of restraint.

Adopted: October 17, 2022

Appendix A: Key Terms

Chemical Restraint means the administration of medication for the purpose of restraint.

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.

Documentation means documentation developed by the department that is uniform across the state.

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.

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.

Key Identified Personnel means those individuals who have received the mandatory training described in MCL 380.1307g(b)(i) to (xvi).

Mechanical Restraint means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

Physical Restraint means restraint involving direct physical contact.

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. 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.

Prone Restraint means the restraint of an individual facedown.

Regularly and Continuously Work Under Contract means that term as defined in MCL 380.1230.

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 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.

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.

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.

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 pupil.

Adopted: October 17, 2022

6000 FINANCES

6144 Investments (Adopted 6/25/12)

Reference: MCL 124.301 et seq., 129.11 to 129.118, 380.1221, 380.1223(2), 380.622 P.A. 22 of 2009

The School's policy is to use investments to maximize the returns on the School's excess cash balances, while reasonably controlling the risk of loss and maintaining an acceptable level of liquidity in those investments to meet the School's operating needs.

To this end, the School 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.

The Board of Directors authorizes the School Leader or Business Manager to make investments of available monies from the several funds of the School 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 under Michigan and Federal laws;
- 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 (M.C.L.A. 21.146 (discriminatory lending practices)
 - 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 U.S.C. 1813, or one or more insured credit unions, as defined in 12 U.S.C. 1752, for the account of the school
 - 3. the financial institution acting as custodian for the school is insured by an agency of the United States
 - 4. the financial institution acts as custodian for the school 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 school 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;
- I. investment pools, as authorized by the surplus funds investment pool act, Act. No. 367 of the Public Acts of 1982, being sections 129.11 to 129.118 of the Michigan Compiled Laws, composed entirely of instruments that are legal for direct investment by a school.

When there is a possibility that interest changes could adversely affect the fair value of a School's investment, as determined under the Generally Accepted Accounting Principles (GAAP) standards, the following method(s) will be used to assess and control such risks:

- A. segmented timed distribution;
- B. specific identification;
- C. weighted average maturity;
- D. duration; and

E. simulation model.

These methods shall be implemented as defined by the Government Accountability Standards Board. The Board may apply different methods to different investments.

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

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

An obligation purchased in accordance with Section 380.1223(2), when received by the School, shall be deposited with the bank or trust company having the deposit of the money of the particular fund from which the obligation was purchased.

Money in the several funds of the School shall not be commingled for the purpose of making an investment authorized by Section 380.1223. The Board, 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.

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.

6000 FINANCES

6320 Purchasing (Adopted 6/25/12)

Source: MCL 380.1267, 380.1274 et seq.

Each year the State of Michigan informs the School of the legal amount for purchases which require a formal bidding process of a single item. It is the policy of the Board that the Administrator adhere to the following:

- A. Seek informal price quotations on purchases in excess of \$ 5,000.00.
- B. When the purchase of, and contract for, single items of supplies, materials, or equipment is less than the amount allowed by State statute, but exceeds \$5,000.00 the Administrator shall whenever possible, have at least three (3) competitive bids.

Purchases in a single transaction that are in excess of the dollar amount permitted by State statute shall require competitive bids and, whenever possible, have at least three (3) such bids for substantiation of purchase and shall require approval of the Board prior to purchase. Competitive bids are not required for items purchased through the cooperative bulk purchasing program operated by the Michigan Department of Management and Budget pursuant to M.C.L.A. 18.1263.

Competitive bids are not required for food purchases, unless food purchased in a single transaction costs \$100,000 or more.

Bids shall be sealed and shall be opened by the Business Manager or his/her designee in the presence of at least one (1) witness. All orders or contracts should be awarded to the lowest responsible bidder; however, consideration can be given to:

- A. the quality of the item(s) to be supplied;
- B. its conformity with specifications;
- C. suitability to the requirements of the school;
- D. delivery terms;
- E. past performance of vendor.

The Board reserves the right to reject any and all bids.

Contracts may be awarded by the Head of School without Board approval for any single item or group of identical items costing less than \$5,000.00 and when there are monies available in the Board approved budget. All other contracts require Board approval prior to purchase.

The Board shall be informed of the terms and conditions of all competitive bids and shall award contracts as a consequence of such bids and of any sole source bid, the reason for the sole source bid and the Business Manager or his/her designee will obtain a signed sole source vendor certification.

The Administrator is authorized to purchase all items within budget allocations. The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase exceeds the function.

The Administrator is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the school in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the school, the Board requires that the Administrator periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped but with staggered delivery dates, shall be made a part of the bid specifications.

Before placing a purchase order, the Administrator shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. opportunity be provided to as many responsible suppliers as possible to do business with the school;
- B. where the requisitioner has recommended a supplier, the Administrator may make alternate suggestions to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order;
- C. upon the placement of a purchase order, the Administrator shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The Administrator shall determine the amount of purchase which shall be allowed without a properly signed purchase order. Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

6000 FINANCES

6850 Public Disclosure and Reporting (Adopted 6/25/12)

Reference: MCL 4.415, 388.1618, 388.1619, 388.1651a, 15.231 to 15.246,
380.1204a(1) 20
USC 6311

Within thirty (30) days after the Board of Directors adopts its annual operating budget for the following school fiscal year, or adopts a subsequent revision to that budget, the School shall make all of the following available through a link on its Web site home page in a form and manner prescribed by the State Department of Education:

- A. the annual operating budget and subsequent budget revisions
- B. using data that have already been collected and submitted to the department, a summary of School expenditures for the most recent fiscal year for which they are available, expressed in the following two pie charts:
 - 1. a chart of personnel expenditures, broken into the following subcategories:
 - a. salaries and wages

- vision,
 - b. employee benefit costs, including, but not limited to, medical, dental, life, disability, and long-term care benefits
 - c. retirement benefit costs
 - d. all other personnel costs
- 2. a chart of all School expenditures, broken into the following subcategories:
 - a. instruction
 - b. support services
 - c. business and administration
 - d. operations and maintenance
- 3. links to all of the following:
 - a. each health care benefits plan, including, but not limited to, medical, dental, vision, disability, long-term care, or any other type of benefits that would constitute health care services, offered to any bargaining unit or employee in the School if so required by statute;
 - b. the audit report of the audit for the most recent fiscal year for which it is available;
 - c. the total salary and a description and cost of each fringe benefit included in the compensation package for the School Leader of the School and for each employee of the School whose salary exceeds \$100,000.00;
 - d. the annual amount spent on dues paid to associations;
 - e. the annual amount spent on lobbying or lobbying services.

As used in this subdivision, "lobbying" means that term as defined in Section 5 of 1978 PA 472, MCL 4.415.

The Board shall have an audit of the School's financial and pupil accounting records conducted at least annually at the expense of the School.

The School's annual financial audit shall include an analysis of the financial and student accounting data used as the basis for distribution of State school aid. The student accounting records and reports, audits, and management letters are subject to requirements established in the auditing and accounting manuals approved and published by the State Department of Education.

Not later than 120 days after the end of each school fiscal year, the School shall file its annual financial audit report with all appropriate agencies.

The annual financial audit reports and student accounting procedures reports shall be available to the public in compliance with the Freedom of Information Act.

By November 15th of each year, the School shall submit to the Center for Educational Performance Information (CEPI), in a manner prescribed by the CEPI, annual comprehensive financial data consistent with accounting manuals and charts of accounts approved and published by the Department. This submission shall contain the School's web address where

the required financial data is posted. The School shall also include a link on its websites to the website where the State Department of Education posts this financial information.

By September 30th of each year, the School shall file with the State Department of Education the special education actual cost report on a form and in a manner as prescribed by the State Department of Education.

The School shall provide to the State Department of Education an annual progress report on the implementation of school improvement plans, curriculum, and accreditation as required by "Public Act 25 of 1990."

The School shall comply with the reporting requirements under State and Federal law, including reports to the center for educational performance and information (CEPI), as set forth by State law and as directed by CEPI. This shall include by:

- A. June 30th of each year, providing CEPI with information related to safety practices and criminal incidents;
- B. the first business day in December and June 30th of each year, providing CEPI with requested information related to educational personnel;
- C. not later than five (5) weeks after the student membership count day, providing CEPI in a manner prescribed by the CEPI, the information necessary for the preparation of the high school graduation report;
- D. October 7th of each year, providing CEPI with the transportation expenditure report, if applicable.

7000 PROPERTY

7217 Weapons (adopted 6/25/12)

Reference: 18 USC. 922 ; MCL. 28.425o ;20 USC 4141(g)

The Board of Directors prohibits visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

State law establishes a "Weapon-Free School Zone" that extends 1,000 feet from the boundary of any school property.

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 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 School Leader is expected to refer a visitor who violates this policy to law enforcement officials and may take any necessary steps to exclude the visitor from Board property and Board-sponsored events.

Exceptions to this policy include weapons under the control of law enforcement personnel.

These restrictions shall not apply in the following circumstances to persons who are properly licensed to carry a concealed weapon:

A. A parent or legal guardian of a student of the School, may carry a concealed weapon while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the child from the school.

B. A county corrections officer, a member of a Sheriff's posse, a police or sheriffs reserve or auxiliary officer, or a State Department of Corrections parole or corrections officer, a private investigator, a Michigan State Police motor carrier officer or Capitol security officer, a State court judge;

C. A retired police or law enforcement officer or a retired State court judge.

The School Leader is expected to take the necessary steps to prosecute for a violation of the Weapon-Free School Zone.

7000 PROPERTY

77434 Use of Tobacco on School Premises (adopted 6/25/12)

Reference: 20 USC § 6083; 20 USC § 7183; MCL 333.12605; MCL 333.12607;
SBOE Policy on 24/7 Tobacco-Free Schools

The use of tobacco products of any kind, including but not limited to cigarettes, cigars, pipes, and chewing tobacco, and by any person, is prohibited on School property (including grounds, buildings, and vehicles) and during any School-sponsored activity or event.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on School premises (owned or leased), in school vehicles, at all school sponsored events and in all school buildings owned and/or operated by the School.

For purposes of this policy,

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth.

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
2. the inhaling or chewing of a tobacco product
3. the placing of a tobacco product within a person's mouth
4. and/or the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

Tobacco advertising or promotion is prohibited on signs, clothing (including hats or bags), or sponsorship of School events.

The School Leader shall:

- A. Communicate the School's Tobacco-Free Policy to students, staff, family members, and visitors, at School events, through signage, and in the student code of conduct;
- B. Develop and implement procedures for consistent and fair enforcement;
- C. Develop educational alternatives to suspension;
- D. Treat violators who are students or staff with disciplinary action in the same magnitude and manner as violations of other School policies;
- E. Ensure that visitors who violate the policy discontinue using the tobacco product or leave the premises;
- F. Include the expectation that the prohibition will be enforced in contracts with outside groups who use the building; and
- G. Coordinate with local law enforcement agencies on enforcement of the Youth Tobacco Act and the Michigan Penal Code related to tobacco use.

The School may provide access to developmentally-appropriate tobacco cessation programs or information about community cessation programs.

7000 PROPERTY

7540 Computer Technology and Networks (adopted 6/25/12)

The Board of Directors is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system. However, the use of the School's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a Student Network and Internet Acceptable Use and Safety form annually.

The School Leader is expected to develop, implement, and/or recommend for approval by the Board a written School Technology Plan (STP). Procedures for the proper acquisition of technology shall be set forth in the STP. The STP shall also provide guidance, through its acceptable use policy, to staff and students about making safe, appropriate and ethical use of the School's network(s), as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner.

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of School policy, and learning appropriate responses if they are victims of cyberbullying.

Social media shall be defined as internet-based applications (such as Facebook, My Space, Twitter, et cetera) that turn communication into interactive dialogue between users. The Board prohibits any access and use of social media by students and staff members from the School's network or using the School's resources.

The Board authorizes the access and use of social media from the School's network to increase awareness of School programs and activities, as well as to promote achievements of

staff and students, provided such access and use is approved in advance by the School Leader and if it is possible to configure selective pre-approved access.

The School Leader shall review the STP and recommend the approval of any changes, amendments or revisions to the Board annually.

7000 PROPERTY

7540303 Student Network and Internet Acceptable Use and Safety (adopted 6/25/12)

Source: P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act; 18 U.S.C. 1460; 18 U.S.C. 2246 18 U.S.C. 2256; 20 U.S.C. 6777, 9134 (2003); 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003) ; 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Directors is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The School's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the School's Internet system is in accord with its limited educational purpose. Student use of the School's computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible

quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The School Leader is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information and;
and
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online.

The School Leader is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (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.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the School's network but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the School Leader and his/her designee as the persons responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

7000 PROPERTY

7540.04 Staff Network and Internet Acceptable Use and Safety (adopted 6/25/12)

Source: P.L. 106-554, Children's Internet Protection Act of 2000

P.L. 110-385, Title II, Protecting Children in the 21st Century Act 18 USC 1460 18 USC 2246 18 USC 2256 20 USC 6777, 9134 (2003) 20 USC 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003) 47 USC 254(h), (1), Communications Act of 1934, as amended (2003)

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Directors is pleased to provide Internet service to its staff. The Board encourages staff to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st century. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these

resources. The instructional use of the Internet will be guided by the Board's policy on Instructional Materials.

The School's Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the School's Internet system is in accord with its limited educational purpose. Student, Faculty and staff use of the School's computers, network, and Internet services (Network) will be governed by this policy, the related administrative guidelines, Faculty and Staff Handbook and any applicable employment contracts. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the School with computers and users worldwide. Through the Internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board's Internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The School Leader or his/her designee may disable the technology protection measure to enable access for bona fide research or other lawful purposes. The School Leader is

directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Staff members will participate in professional development programs in accordance with the provisions of law and this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social media and other forms of electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online; and,
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by students or staff online.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above.

The disclosure of personally identifiable information, excluding Board designated Directory Information, about students online is prohibited.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are responsible for good behavior on Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature.

Staff members shall not access social media for personal use on the School's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the School Leader's approval of that plan in advance.

General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this policy and its accompanying guidelines.

The Board designates the School Leader and his/her designee as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

7000 PROPERTY

7542 Network Access from Personally Owned Computers and/or other Web Enabled Devices (adopted 6/25/12)

School students and employees, as well as contractors, vendors and agents of the School, shall not be permitted to access the School's server and internal network, while on-site at a School facility, from their personal computers and/or web-enabled devices of any type.

Exceptions to this policy must be approved in advance, in writing, by the Administrator.

Establishment, and subsequent enforcement, of the standards is intended to minimize the potential exposure to the School from damages, including, but not limited to, the loss of sensitive School data, illegal access to confidential data, damage to the School's intellectual property, damage to the School's public image, and damage to the School's critical internal systems, from unauthorized use.

Any Board member, student, contractor, vendor, or agent of the School who violates the established standards, who violates the School's Acceptable Use policy, or who accesses the server and network without authorization may be subject to disciplinary action, up to and including expulsion, if a student, denial of access if a Board member, or cancellation of the contract with the School if a contractor, vendor or agent. Further, the Board member, student, contractor, vendor, or agent of the School who violates the established standards or who violates the School's Acceptable Use policy may be denied access to the School's server and network in the future. Staff members assigned to the Academy who violate established standards or who violates the School's Acceptable Use policy or who accesses the server and/or network without authorization will be referred to the Employer for appropriate disciplinary action.

8000 OPERATIONS

8310 Public Records (adopted 6/25/12)

Reference: MCL 15.231 et seq. MCL 445.81 et seq. Michigan Federation of Teachers v. University of Michigan, 481 Mich. 657 (2008)

The Board of Directors recognizes its responsibility to maintain the public records of this School and to make such records available to residents of Michigan for inspection and reproduction.

The public records of this School include any writing or other means of recording or retaining meaningful content prepared, owned, used, in the possession of, or retained by the School, its Board, officers, or employees, subject to certain exemptions according to the Michigan Freedom of Information Act (FOIA).

Any person may make a written request for any public records of the School. The person may inspect, copy, or receive copies of the public record requested. The School shall respond to such requests within five (5) working days after receipt or as otherwise permitted in accordance with the Freedom of Information Act.

An individual may purchase copies of the School's public records upon payment of a fee. No original public record may be removed from the office in which it is maintained except by a

Board officer or authorized staff member in the course of the performance of his/her duties. Neither the Board nor any staff member assigned to the Academy shall permit the release of the social security number of an employee, student, or other individual except as authorized by law (see Policy 8350 and AG 8350).

The Board chooses not to provide for enhanced access to any of its public records.

The Board has determined that personal and confidential information provided to and retained by the School on parents, students, staff and others will be considered exempt from disclosure pursuant to a Freedom of Information Act request, unless advised specifically by the School's legal counsel that the particular information must be released. Such personal and confidential information shall include home addresses, telephone numbers, e-mail addresses or website pages (e.g. My Space, Facebook), except as they are specifically related to the operation of the schools, or specifically authorized for release by the individual, or the parent/guardian if the individual is a minor.

Nothing in this policy shall be construed as preventing a Board member from inspecting in the performance of his/her official duties any record of this School, except student records. The School Leader is authorized to dispose of correspondence on a daily basis including those transmitted by means of voice mail or E-mail, providing the message does not alter existing School records.

The School Leader is responsible for transmission of data contained in the single record student data base established by the Michigan Department of Education. Such transmission shall be in accordance with procedures established by the Ottawa Intermediate School District and the Center for Educational Performance and Information (CEPI).

The School Leader is expected to establish administrative guidelines to ensure proper compliance with the intent of this policy and the Freedom of Information Act.

8000 OPERATIONS

8400 School Safety Information

Reference: Title IX, Section 9532 of the No Child Left Behind Act of 2001 MCL 380.1308 and 380.1310a, 771.2a

The Board of Directors is committed to maintaining a safe School environment. The Board believes crime and violence at the School are potential, multifaceted problems that need to be addressed by utilizing the best resources and coordinated efforts of School personnel, law enforcement agencies, and families. The Board further believes the School and local law enforcement officials must work together to provide for the safety and welfare of students while at the School, at a School-sponsored activity or while enroute to or from the School or a School-sponsored activity. The Board also believes the first step in addressing School crime and violence is to assess the extent and nature of the problem(s), then plan and implement strategies that promote safety and minimize the likelihood of crime and violence at the School.

Michigan law establishes a "Student Safety Zone" that extends 1,000 feet from the boundary

of any School property in relation to weapons, drugs and registered sex offenders. Individuals are prohibited from engaging in these activities at any time on School property, within the Student Safety Zone, or at any School-related event.

The School will work with local officials in arranging signage defining the 1,000 foot boundary. The School Leader, or his/her designee, is expected to meet and confer as appropriate on the implementation of the School Safety Information Policy Agreement and making modifications deemed necessary and proper by the participants in the meeting. The agenda will also include discussion of additional training needed and any other such related matters. Participants in this meeting shall include the School Leader, or his/her designee, members of the Board of Directors, if applicable, the County Prosecutor or his/her designee, and representatives from the local law enforcement. Others may also be invited to participate in the meeting.

The School Leader is expected to make a report to the Board about this review and recommend the approval and adoption of any proposed revisions or additions.

School Contact Person

Furthermore, in accordance with state law, the Board hereby designates the School Leader, or his/her designee, as the School contact person who shall receive information from law enforcement officials, prosecutors and the court officials, and in turn, notify the staff members who need to know the information within twenty-four (24) hours of its receipt.

The School Leader, or his/her designee, is expected to notify the appropriate law enforcement officials when an eligible student commits any offense listed as a reportable incident in the School Safety Information Policy Agreement. Reporting such information is subject to Section 444 of subpart 4 of part C of the General Education Provisions Act, Title IV of Public Law 90-247, 20 USC 1232g, commonly referred to as the Family Educational Rights and Privacy Act of 1974.

If a student is involved in an incident reported to law enforcement officials, pursuant to the School Safety Information Policy Agreement, then, upon request by School officials, the student's parent or legal guardian is expected to execute any waivers or consents necessary to allow School officials access to School, court, or other pertinent records of the student concerning the incident and action taken as a result of the incident.

Required Reporting

The School Leader, or his/her designee, is expected to submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the number of students expelled from the School during the preceding school year and the reason for the expulsion.

The School Leader is also expected to submit a report, at least annually, to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at the School. At least once annually, a copy of the most recent report of incidents of crime shall be made available to the parent or legal guardian of each student enrolled in the School.

This report will minimally include crimes involving any of the following:

A. physical violence;

- B. gang related acts;
- C. illegal possession of a controlled substance, controlled substance analogue or other intoxicant;
- D. trespassing;
- E. property crimes, including, but not limited to, theft and vandalism, as well as an estimate of the cost to the School that results from the property crime.

Each School Leader shall collect weekly and keep current the information required for the report on incidents of crime, and must provide that information, within seven (7) days, upon request.

Law Enforcement Information Network (LEIN)

The Board authorizes School Leader to request vehicle registration information for suspicious vehicles within 1,000 feet of School property through the Law Enforcement Information Network (LEIN).

Persistently Dangerous Schools

The Board recognizes the requirement of State and Federal law for the School to annually report to the Michigan Department of Education incidents, meeting the statutory definition of violent criminal offenses that occurred in the School, on School grounds, on a School conveyance, or at a School-sponsored activity. The State Department of Education will then use this data to determine if a School is considered "persistently dangerous," as defined by State policy.

Pursuant to the Board's stated intent to provide a safe School environment, School administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in the School exceed the threshold number established in State policy, the School Leader shall discuss this problem at the annual meeting, for the purpose of reviewing the School Safety Plan, so that a plan of corrective action can be developed and implemented to reduce the number of these incidents in the subsequent year.

The School Leader, or his/her designee, is expected to make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

8000 OPERATIONS

8401 Fire Safety and fire Department Notification

Reference: Michigan R 29.1908(3); R 29.2009(3)

The School administration is expected to develop written procedures that provide for all of the following:

- A. The designation of a staff member on each shift to be responsible for notifying the local fire department in the event of a fire;
- B. The availability at all times of a non-pay telephone for designated employees to notify the local fire department;
- C. The conspicuous posting of the telephone number of the local fire department near the telephone;

D. A requirement that notification of the fire department is incorporated into all fire drills.

8000 OPERATIONS

8405.01 Integrated Pest Management (adopted 6/25/12)

Reference: MCL 324.8316

[This policy applies to all pest control activities and pesticide use in the school building and related facilities including grounds. Recipients of this policy include faculty, other staff, or any employees or independent contractors monitoring or treating pest problems. Each recipient is required to follow this policy.]

The goal of this integrated pest management policy is to provide a safe and healthy learning environment that is relatively pest-free with the least possible use of pesticides. To achieve this goal, it is the policy of the School to develop, implement and maintain an integrated pest management program for the control of pests and minimize pesticide exposure to children, faculty, and staff. This policy is consistent with MCL 324.8316, which encourages schools to adopt an IPM strategy.

Sanitizers, germicides, disinfectants, or antimicrobials are exempt from the IPM notification requirements. This policy adheres to the principles of IPM and is conducted in accordance with all federal and state laws and regulations and local ordinances.

Pests are controlled to protect the health and safety of students and staff, maintain a productive learning environment and maintain the integrity of the school building and grounds. IPM is a pest management system that uses all suitable techniques in a total management system to prevent pests from reaching unacceptable levels or to reduce existing pest populations to acceptable levels while balancing the risk of the pest with the potential risk of the management technique.

Development of IPM program

The School's IPM program written under this policy states the School's goals regarding the management of pests and the use of pesticides. It reflects the School's site-specific needs and includes the following elements as required by law:

- Site evaluation, including site description, inspection, and monitoring and the concept of threshold levels;
- Consideration of the relationship between pest biology and pest management methods;
- Consideration of all available pest management methods, including population reduction techniques, such as mechanical, biological, and chemical techniques and pest prevention techniques, such as habitat modification;
- Pest controls methods selection, including consideration of the impact on human health, especially for children, and the environment; and
- Continued evaluation of the integrated pest management program.

The School Leader or designee for the School is expected to be responsible for ensuring that an IPM program is developed and is in compliance with MCL 324.8316.

Education /Training

The School community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives. The IPM Coordinator, School staff and pesticide applicators involved with implementation of the School IPM program will be trained in appropriate components of IPM as it pertains to the School environment.

Students, parents/guardians will be provided with information on this policy and instructed on how they can contribute to the success of the IPM program.

Record keeping

Records of pesticide use shall be maintained on-site to meet the requirements of the Michigan Department of Agriculture and the School Board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The School Leader or IPM Coordinator of the School is responsible for timely pre-notification to students' parents or guardians and the School staff of pesticide treatments pursuant to the requirements under the Natural Resources and Environmental Protection Act, MCL 324.8316.

Re-entry

In accordance with the Natural Resources and Environmental Protection Act, Part 83, reentry to a pesticide treated area may not occur less than 4 hours after application unless the product label requires a longer reentry period. Outdoor ornamental and turf applications of liquid spray pesticides shall not be made on School grounds within 100 feet of an occupied classroom during normal school hours or when persons are using the treatment area.

Pesticide applicators

The IPM coordinator shall ensure that pesticide applicators, as well as School staff and volunteers follow state regulations, including licensing requirements, applicator certification or registration, and IPM training, label precautions, and comply with all components of the IPM Program.

Evaluation

Annually, the School Leader is expected to report to the School Board on the effectiveness of the IPM plan and make recommendations for improvement as needed. The School Leader is responsible to develop guidelines for the implementation of this policy.

8000 OPERATIONS

8431 Preparedness for Toxic Hazards and Asbestos Hazard (adopted 6/25/12)

Reference: MCL 324.8316, 380.1256 15 USC 2601 20 USC 4022 20 USC 4014 20 USC 4011 20 USC 4011 et. seq. Asbestos Hazard Emergency Response Act of 1986 (AHERA) Asbestos School Hazard Abatement Act of 1984 Asbestos School Hazard Abatement Reauthorization Act of 1990

The Board of Directors is concerned for the safety of the students and staff members and will comply with all Federal and State statutes and regulations concerning hazards resulting from industrial accidents beyond the control of School officials and/or from the presence of asbestos materials used in previous construction.

Toxic Hazards

These hazards exist in chemicals, pesticides, and other substances used in School settings such as laboratories, science classrooms, and kitchens. Such toxins are also found in the cleaning supplies for the School's rooms and equipment. The School Leader will appoint an employee to serve as Toxic Hazard Preparedness (THP) Officer.

The THP Officer will be responsible for the following:

Hazard Determination

Identifying potential sources of toxic hazards, in cooperation with material suppliers, who shall supply the Toxic Hazard Preparedness Officer with Material Safety Data Sheets (MSDSs). The School Leader will rely on MSDSs from material suppliers to meet hazard determination requirements.

Labeling

Ensuring that all incoming materials are properly labeled with the identity of the chemical, the hazard warning, and the name and address of the manufacturer or responsible party and making certain that any containers to which the materials are transferred are also properly labeled.

Material Safety Data Sheets

Maintaining a current file of MSDSs for all hazardous materials present on School property. The MSDS files will be kept at 491 Columbia, Holland, MI. MSDSs will be available for review by all staff assigned to the Academy. Copies will be available upon request of the Toxic Hazard Preparedness Officer. Posters will be displayed, identifying the person responsible for monitoring MSDSs and where MSDSs are located at 491 Columbia, Holland, MI. When new MSDs are received, notification posters for employees will be displayed in the same location.

The Toxic Hazard Preparedness Office shall contact the supplier, in writing, if a required MSDS is not received and shall promptly procure the MSDS before releasing the material for use.

If he/she is unable to obtain an MSDS from a supplier, he/she should contact MIOSHA's Occupational Health Division (OHD) or General Industry Safety Division for assistance in obtaining the MSDS.

Multi-Employer Work Sites – Informing Contractors

Informing contractors and their employees of any hazardous substances to which they may be exposed; determining measures to be employed to control or eliminate exposure; labeling system for container and pipes used onsite; and informing staff where applicable MSDSs can be reviewed or obtained. Whenever School employees may potentially be exposed to hazards brought on site by contractors, the THP Officer will obtain information from the contractor pertaining to the chemicals brought on-site, and the measures that should be taken to control or eliminate exposure the chemicals.

Staff Information and Training

Providing information and conducting a training program for all School employees on topics such as detection of hazards, explanation of the health hazards to which they could be

exposed in their work environment, and the School's plan for communication and labeling. Information given to employees shall include the following:

- A. regulations of MIOSHA's hazardous communication standard;
- B. all operations in the employee's work area in which hazardous chemicals are present;
- C. location and availability of written hazardous communication policy and program, with the list of hazardous chemicals and the MSDSs in the School.

Staff training should include the following:

- A. techniques used to detect the presence or release of hazardous chemicals in a work area;
- B. physical and health hazards of hazardous chemicals;
- C. measures the employees should take to protect themselves from these hazards;
- D. details of the hazardous communication program including an explanation of the labeling system and MSDSs and how employees can obtain and use hazard information.

Staff shall be informed of the employer's anti-discrimination/discharge policy for staff accessing hazard information and how the employee can contact the Michigan Department of Industry and Consumer Services, Bureau of Safety Regulation and Occupational Health for assistance in obtaining an MSDS if he/she is unable to obtain the MSDS from the employer.

Records of each staff member's hazardous communication training should be maintained, and all new staff member's should receive training regarding any hazardous chemicals with which they may potentially have contact as part of their job. In fulfilling these responsibilities, the THP Officer may enlist the aid of county and municipal authorities and, if possible, the owners or operators of identified potential sources of toxic hazard.

Asbestos

In its efforts to comply with Asbestos Hazard Emergency Response Act (AHERA) and the Michigan Occupational Safety and Health Act (MIOSHA), the Board recognized its responsibility to:

- A. inspect the building for the existence of asbestos or materials containing asbestos;
- B. take appropriate actions, in accordance with State Law and EPA regulations, based on the inspections;
- C. establish a program for dealing with friable asbestos, if found;
- D. maintain a program of periodic surveillance and inspection of facilities or equipment containing asbestos;
- E. comply with EPA regulations governing the transportation and disposal of asbestos and materials containing asbestos.

The School Leader is expected to appoint a person to develop and implement the School's Asbestos-Management Program to ensure proper compliance with Federal and State laws and appropriate instruction of staff and students. Upon completion the School's Asbestos Plan must be submitted to the Michigan Department of Consumer and Industry Services, Occupational Health Division, Lansing, Michigan 48909.

When conducting asbestos abatement projects, the School Leader is expected to ensure each contractor employed by the School is licensed, pursuant to the Michigan Department of Health Regulations.

Nothing in this policy should be construed in any way as an assumption of liability by the Board for any death, injury, or illness that may be a consequence of an accident, an equipment failure, a negligent act, or a deliberate act beyond the control of the Board or its officers and staff.

However, the Board may provide legal representation and indemnification against civil liability regarding claims or actions resulting from, or arising out of, negligence (or alleged negligence) of persons responsible for inspecting, monitoring, removing, treating asbestos or material containing asbestos or supervising these activities --provided the staff member was performing the duties while in the course of his/her assignment or while acting within the scope of his/her authority. The Board reserves the right to deny representation and indemnification in those circumstances wherein the staff member's actions demonstrate gross negligence or willful and wanton misconduct.

8000 OPERATIONS

8500 Food Services (adopted 6/25/12)

Reference: 7 CFR 210, 215, 220, 240

The Board of Directors may provide food service for the purchase and consumption of lunch for all students. The Board may also provide a breakfast program in accordance with procedures established by the State Department of Education.

The provided food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages and to the fiscal management of the program. Operation of such a program shall be as follows.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability which restricts his/her diet, in accordance with the criteria set forth in 7 CFR 15(b)(3). To qualify for such substitutions the medical certification must identify:

- A. the student's disability and the major life activity affected by the disability;
- B. an explanation of why the disability affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent or guardian is required.

Lunches sold by the School may be purchased by students, staff members, and volunteers in accordance with the Administrative Guidelines established by the School Leader.

The operation and supervision of the food-service program shall be the responsibility of the Main Office and the Business Office. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons. A periodic review of the food-service accounts shall be made by the Main Office.

The School Leader is expected to establish Administrative Guidelines for the conduct of the School lunch program that shall provide for the following:

- A. the maintenance of sanitary, neat premises, free from fire and health hazards;
- B. the preparation and consumption of food;
- C. the purchase of foods and supplies, in accordance with law;
- D. complying with food holds and recalls in accordance with USDA regulations;
- E. the management (accounting and deposition) of food-service funds;
- F. the safety and safekeeping (storage) of food and food equipment.

No foods or beverages, other than those associated with the School's food-service program, are to be sold during food-service hours. The School shall serve only nutritious food as determined by the Food Service Program, shall not purchase the following items with food service funds, and shall not serve those items in any food service area during meal-serving hours: carbonated beverages; water ices; chewing gum; hard candy (including breath mints and cough drops); jellies and gums; marshmallow candies; fondant (creamy sugar candy); licorice; spun candy, and candy-coated popcorn.

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS DURING THE SCHOOL DAY

In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.

As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.

The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.

The school food service program may involve students, parents, staff, and school officials in the selection of competitive food items to be sold in the schools.

BOARD RESOLUTION

WHEREAS children need access to healthy foods and opportunities to be physically active in order to grow, learn and thrive; and
WHEREAS good health fosters student attendance and education; and
WHEREAS obesity is increasing rapidly in the United States, affecting adults and children of all races, ethnicities, and income levels; and
WHEREAS the prevalence of overweight children aged 6-11 has more than doubled in the last 20 years and the number of overweight adolescents aged 12-19 has more than tripled in that same time; and
WHEREAS overweight children and adolescents are more likely than not to remain overweight, become obese adults, and develop related chronic illnesses; and
WHEREAS reversing the obesity epidemic among children will require a long-term, well-coordinated approach to reach young people where they live, learn, and play; and
WHEREAS schools can effectively partner with other public, non-profit, and private sector organizations in an effort to re-shape social and physical environments and provide information and practical strategies to help children and adults adopt more healthy lifestyles; and
WHEREAS the Child Nutrition and WIC Reauthorization Act of 2004 established a new requirement that all Academies with a Federally-funded school meals program develop and implement wellness policies that address nutrition and physical activity no later than the beginning of the 2006 – 2007 school year;
THEREFORE BE IT RESOLVED that it is the intent of the Board of Directors of the Black River Public School to comply fully with 42 USC 1751 Section 204, which requires that any local educational agency participating in the National School Lunch Program establish a local school wellness policy; and
BE IT FURTHER RESOLVED that the School Leader shall seek the involvement of parents, students, representatives of the school food service program, the school board, school administrators, and the public as this School's wellness policy is developed, and shall recommend a policy to the Board not later than _____; and
BE IT FURTHER RESOLVED that the Board reserves the right to modify the recommended policy as it deems necessary; and
BE IT FURTHER RESOLVED that said policy shall be adopted no later than _____ and shall be effective on the first day of the school year beginning after July 1, 2006.

8000 OPERATIONS

8410 Wellness (adopted 6/25/12)

Reference: Richard B. Russell National School Lunch Act, 42 USC §§ 1751, 1758, 1766; Child Nutrition Act, 42 USC § 1773

The Board recognizes that good nutrition and regular physical activity affect the health and well being of the School's students. Furthermore, research concludes that there is a positive correlation between a student's health and well being and his/her ability to learn. Moreover, schools can play an important role in the 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 Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals for nutrition education and physical activity :

SPECIFIC GOALS FOR NUTRITION

Select one or more of the following:

- A. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- B. Nutrition education shall be included in the sequential, comprehensive Health curriculum in accordance with the curriculum standards and benchmarks established by the State.
- C. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
- D. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
- E. Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
- F. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
- G. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
- H. Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.
- I. Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.
- J. The School shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

SPECIFIC GOALS FOR PHYSICAL ACTIVITY

It is recommended that one (1) or more of the following be selected from both categories:

Physical Education

- A. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State.
- B. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- C. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate motor skills and social skills, as well as knowledge.
- D. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.

- E. The sequential, comprehensive physical education curriculum 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.
- F. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks established by the State.
- G. The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.
- H. Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.
- I. Properly certificated, highly qualified teachers shall provide all instruction in physical education.
- J. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- K. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- L. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.
- M. Planned instruction in physical education shall include cooperative as well as competitive games.
- N. Planned instruction in physical education shall take into account gender and cultural differences.
- O. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

SPECIFIC GOALS FOR OTHER SCHOOL-BASED ACTIVITIES DESIGNED TO PROMOTE STUDENT WELLNESS

The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.

The school shall provide attractive, clean environments in which the students eat.

Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.

Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

The School Leader shall develop administrative guidelines necessary to implement this policy, including, but not limited to, the manner in which the implementation of this policy shall be regularly evaluated by the principal of each school. The Board designates the School Leader as the individual(s) charged with operational responsibility for verifying that the School meets the goals established in this policy.

Board of Directors of the School hereby directs its leadership team to implement strategies that will keep the School in compliance with the latest Federal and State initiatives on

Wellness and Nutrition for its staff and students.

The School Leader shall report on the School's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.

8000 OPERATIONS

8540 Vending Machine (adopted 6/25/12)

Reference: 42 USC 1779

The Board of Directors recognizes that vending machines can produce revenues which are useful to augment programs and services to students and staff. It will, therefore, authorize their use in School facilities providing that the following conditions are satisfied:

- A. a contract is made with a reputable supplier of vending machines and products to install, service, stock, and maintain each vending machine.
- B. The School's share of the revenues is managed by the School in accordance with relevant Board policies and administrative guidelines.
- C. No products are vended which would conflict with or contradict information or procedures contained in the School's educational programs on health and nutrition.
- D. No food or beverages are to be sold or distributed which will compete with the School's food-service program.
- E. Food and beverages sold in vending machines must meet USDA National School Nutrition Standards.

The School Leader shall develop and implement administrative guidelines which will ensure these conditions are adhered to on a continuing basis.

9000 RELATIONS

9250 Parent/Guardian Review of Instructional Materials and Observation of Instructional Activities (adopted 6/25/12)

Reference: MCL 380.1137

Where the term "parent" or "parents" is used in this policy, it shall include legal guardians.

Parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. "Instructional materials" includes curricula, textbooks, teaching materials and other instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as material accessible through the Internet). "Instructional materials" does not include academic tests or academic assessments.

Parents also have the right to be present, to a reasonable degree, and at reasonable times and subject to reasonable restrictions, to observe instructional activity (excluding testing) in a class or course in which the parent's pupil is enrolled and present.

The School Leader shall develop guidelines for addressing the rights of parents and to assure timely response to parental requests to review instructional material or to observe instructional activity. The guidelines also shall address reasonable notification to parents and students of their rights pursuant to this policy.

This policy shall not supersede any rights provided under the Family Educational Rights Privacy Act.

9000 RELATIONS

9300 Procedures for Handling Individual Personnel Concerns (adopted 6/25/18)

Black River Public School – its teachers, administrators, and Board – is committed to offering an excellent education for our students in an atmosphere that promotes learning and respect for all. We want to be held accountable to students, their parents, and employees for honoring these commitments. Doing so requires continual, honest communication. Sometimes, however, mistakes are made, feelings are hurt, and communications break down. The following guidelines are intended to facilitate feedback about concerns and resolution of differences.

Principles to be adhered to by all parties:

1. In order to utilize this procedure, no party to the complaint will involve the press or initiate legal and/or administrative proceedings before exhausting this procedure.
2. At any step, each party to the complaint may have one person accompany him/her (not an attorney), whose role will be to listen and to help the parties who have invited them to the meeting to articulate their concerns.

STEP 1: [Should be initiated within ten (10) business days of the incident or action about which there is a concern]. If you have a concern, first address yourself to the person(s) most directly involved. For example, if it is a matter regarding grading and classroom atmosphere, make arrangements to speak with the teacher(s) involved. The purpose of such a meeting is to share your concerns, listen to the other person's perspective, and see if together some resolution can be reached. If not, proceed to Step 2.

STEP 2: [Should be initiated within five (5) business days of the failure of Step 1.] Write down the issue that concerns you and what you would like to see done to resolve the problem [requested remedy] (anything from an apology to disciplinary action). Submit this to the same person you spoke with earlier (after making two copies). That person should respond to you within five (5) business days. If the two of you are still not able to resolve the matter, the Black River School employee should write out a description of his or her own perspective on the matter. Both written accounts should be forwarded to the person with the direct supervisory responsibility.

Example Case A: The written account should be given to the Head of School in the case of a complaint about a teacher. A meeting of concerned parties should be arranged within five (5) business days except during the summer recess or vacation period in which case the meeting will be scheduled as soon as practicable. The purpose of the meeting is to give extra support to help the parties resolve the problem. The conveyer of the meeting will act as mediator. His or her goal will be to help the parties come to a resolution of the matter. He or she will not be responsible for solving the problem, but will help the parties to do so.

Example Case B: The written account should be given to the Board President or his/her designee if the complaint is against the Head of School. The Board President or his/her designee will arrange for a meeting of the parties to the complaint.

If the issue is not resolved to the satisfaction of both parties to the complaint, either may take the matter to Step 3 by making a formal written request for a hearing to the Board President or his/her designee if the complaint is against the Head of School and to the Employer if the complaint is against a staff member other than the Head of School.

STEP 3: [This Step 3 only applies to complaints against the Head of School. Complaints against other staff members will be handled by the process in place by the Employer. This step should be initiated by the filing of the request for a hearing within ten (10) business days of the completion of Step 2].

A hearing may be arranged with the designated members of the Board as determined by the Board President. This may include a subcommittee of the Board or the entire Board as determined by the Board President. In either case, the hearing will be held consistent with the Open Meetings Act with the decision of the hearing panel (subcommittee or entire Board) being the final step in the administrative hearing process. The purpose of the meeting will be to determine a final resolution (dispensation) of the matter. This may be done either orally at the hearing (followed by a written summary) or in writing within a few days (no more than five (5) business days of the closing of the hearing).