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MISSION OF THE DISTRICT

THE MISSION OF THE LAKE SHORE PUBLIC SCHOOLS

Lake Shore will ensure a high-quality education so that each student acquires the skills, knowledge and character to excel in meeting the challenges and opportunities of a rapidly changing world.

THE SCHOOL IMPROVEMENT PROCESS

The District has established a school improvement process which will function under the leadership of the District School Improvement Team. The Team will consist of:

- A. Superintendent and Cabinet
- B. Building Principals
- C. Members of the Board of Education
- D. Designated Parents and Community Members
- E. Representatives of the Student Body
- F. School Improvement Chair
- G. Representative of the Superintendent's Advisory Council
- H. Adult and Community Education Director
- I. Representative from the Business Community
- J. Alternative Education

There will be a School Improvement Team at each building under the leadership of the chairperson and consisting of professional staff members, parents, and students (where appropriate).

The purpose of the School Improvement Teams is to focus on programs and procedures which can help the District achieve its educational mission and which one or more of the following criteria may apply:

- A. will result in the accomplishment of significant student achievement;
- B. will result in a more effective use of existing resources;
- C. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school;
- D. will effectively articulate the expectations and requirements that students must meet in order to proceed to the next learning level;
- E. are sustainable, using existing resources, or those that the school or District can obtain for long-term use.

Each school is to establish an ongoing school improvement plan which:

- A. comply with the State of Michigan and Federal requirements;
- B. identify adult roles for which students will need to be prepared;
- C. identify the education and skills students will need to fulfill the adult roles;
- D. identify the content expectations for each content area and grade level as required by the State of Michigan;
- E. determine the extent to which the school's curriculum is providing adequate opportunity for students to acquire the skills needed to fulfill the adult roles and Michigan content expectations;
- F. identify the changes (or additions) that need to be made in the curriculum in order for students to develop (and apply) the education and skills to fulfill adult roles and Michigan content expectations;
- G. identify the specific means by which the curriculum changes will be made and implemented;
- H. develop alternative means and methods for providing reliable and valid assessment of each student's ability to demonstrate achievements, skills, and competencies;
- I. use assessment and perception data to determine effectiveness of strategies that have been implemented;
- J. provide strategies for integrating evolving technology into the school's curriculum;
- K. provide age-appropriate opportunities for structured on-the-job learning to be combined with classroom instruction.

CURRICULUM DEVELOPMENT

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group.

The Board directs that the curriculum of this District:

- A. ensures, to the extent feasible, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- B. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- C. incorporate State-recommended performance standards for students as the bases for determining how well each student is achieving the academic outcomes for each area of the District's core curriculum;
- D. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- E. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- F. utilizes a variety of learning resources to accomplish the educational goals;
- G. encourages students to utilize guidance and counseling services in their academic and career planning.

As educational leader of the District, the Superintendent shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The Superintendent shall make progress reports to the Board on a regular basis.

In order to comply with State law, the District shall provide a core curriculum based on the model core curriculum developed by the State Board of Education. The Superintendent shall prepare a description of the standards that will comprise the core curriculum as well as the sequence in which the standards will be taught.

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The Board wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program design shall address the steps below when appropriate to the project:

- A. rationale
- B. specific objectives
- C. supportive research
- D. budgeting
- E. in-service requirements
- F. plans for broader implementation
- G. methods for evaluation

Each innovative program shall be consistent with the District's objectives and long range plans. Programs designed for disabled students must comply with Federal and State guidelines.

M.C.L.A. 380.1282

ADOPTION OF COURSES OF STUDY

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in the schools of this District unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent shall develop administrative guidelines which provide for the development of individual learning plans that contain pre and post assessment activities as well as instructional activities for implementing each course of study. Such plans should also provide for proper record-keeping and periodic reporting of student performance. As required for State certification, the Superintendent shall ensure that the appropriate amount of instruction time is allocated to each course of study that comprises the program of each school. The allocation of time is to be determined by the Superintendent and appropriate members of the staff and shall be justified in terms of the amount of time needed for students to accomplish the curriculum objectives of the core curriculum as well as the District's educational outcomes.

In keeping with the Board's commitment to the school improvement process, such guidelines shall also provide for the appropriate participation of staff, parents, students, and relevant community organizations in the review of the District's courses of study.

The Superintendent shall maintain a current list of all courses of study offered by this District.

The list shall include the data on each, furnished with the recommendation for its adoption.

MANDATORY COURSES

In compliance with the Michigan School Code, the Board of Education directs the Superintendent to prepare, implement, and supervise courses of instruction in the following areas:

- A. the Constitution of the United States and Michigan, and in the history and present form of government of the United States, and Michigan and its political subdivisions;
- B. the principle modes by which communicable disease is spread and the best methods for the restriction and prevention of these diseases;
- C. instruction in physiology and hygiene, with special emphasis on drug abuse and prevention.

D.

Other courses of study that may, in the future, be mandated by the Michigan School Code, or other State or Federal legislation shall likewise be implemented.

M.C.L.A. 380.1166, 1169, 1170

CONTROVERSIAL ISSUES

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not intend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

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

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

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

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

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent files a complaint in accordance with Board policy 8130 regarding either content or activities that conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education declares it to be the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

In order to achieve the aforesaid goal, the Board directs the Superintendent to:

A. Curricula Content

review proposed course guides and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of color/racial, gender, religious, national, cultural, or other bias in all aspects of the program;

C. Student Access

review proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender, disability, or national origin in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

D. District Support

ensure that like aspects of the District 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, measure 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 race, color, creed, gender, or national origin.

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The Superintendent shall appoint a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. The Superintendent 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, Section 504 of the Rehabilitation Act of 1973, and the Age Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students with limited English proficiency and to assess their ability to participate in District programs.

M.C.L.A. 380.1146

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans With Disabilities Act of 1990

Revised 6/17/96

RELIGION IN THE CURRICULUM

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

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

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools.

HOMEWORK

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The Superintendent shall assure that homework is assigned according to these guidelines:

- A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- E. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

The building administrator shall assure a proper adult to student ratio on field trips. A minimum 25 to 1 ratio is established unless otherwise waived by the Superintendent.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

The Board shall approve those field trips and other District-sponsored trips which take students more than 150 miles from this District, or are planned to keep students out of the District overnight or longer. The Superintendent shall approve all other such trips.

Students may be charged fees for District-sponsored trips, but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips without permission from the Superintendent. Permission to solicit neither grants, nor implies, approval of the trip.

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Should a staff member take any student of the District on a trip that is not approved by the Board, Superintendent, or principal, s/he assumes all liability for the welfare of the student. Under no circumstances may the staff member use the name or good offices of the District in any manner which would associate it with the trip or any person or group involved in the trip.

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

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip. The District approved permission slips, including medical information, will accompany the student;
- C. each trip is properly monitored;
- D. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled, or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

M.C.L.A. 380.1282. 380.1331

EDUCATIONAL OPTIONS

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent, or designee.

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, internet, digital broadcasting, or satellite course work offered by the school or any regionally accredited college or Michigan Virtual High School.

Credit may be granted to the student upon complete evaluation of the program.

The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the district graduation requirements.

ELECTRONIC ON-LINE COURSE CREDIT

Electronic on-line courses are permitted for students in grades 9-12.

Electronic on-line course work will be granted credit if the course is taken from an accredited institution and is pre-approved by the building principal or designee. Recognition of credits shall be granted. The district reserves the right to examine the curriculum, review the assessments, and assess the student with standardized and/or district generated tests, as well as other means of evaluation to determine credits granted for electronic on-line courses.

adopted 1/03
revised 7/2016

DUAL ENROLLMENT PROGRAMS

The Board of Education recognizes the value to students and to the District for students to participate in programs offered by accredited colleges and universities in Michigan.

The Board will allow eligible high school seniors who meet the criteria to enroll in approved post secondary programs (that are not offered by the District) while in attendance in the District. Students will be eligible to receive secondary credit for completing any of these programs providing they meet the established requirements.

The Superintendent shall ensure that such programs are in accord with State regulations and are properly communicated to both the students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a post secondary program.

Tuition and fees shall be made in accordance with the formulas established in the State School-Aid Act.

The Superintendent is authorized to allow a college or university to conduct courses on District property for which District students can receive dual credit provided there is available space, the conduct of the courses does not interfere with District instruction, and the institution agrees to pay the fees established by the Superintendent.

Public Act 92. 1992

HOMEBOUND INSTRUCTION PROGRAM

The Board of Education shall provide, pursuant to requirements of the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability. Such instruction may be arranged through the Macomb Intermediate School District for eligible students.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must:

- A. certify the nature and existence of a medical condition;
- B. state the probable duration of the confinement;
- C. request such instruction;
- D. present evidence of the student's ability to participate in an educational program.

Applications must be approved by the Superintendent. The District will provide homebound instruction only for those confinements expected to last at least ten (10) school days.

The District shall recommend that the instruction begin within three (3) days from the date of notification for non special-education students. In the case of students under an I.E.P., the instruction is to begin within fifteen (15) days after notification in order to arrange for a meeting of an I.E.P.C., if necessary.

The program of homebound instruction given each student shall be in accordance with rules of the State Board of Education with such exceptions as may be recommended by the physician, teachers shall hold a Michigan teaching certificate.

The District reserves the right to withhold recommendation for homebound instruction when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

HEALTH CURRICULUM

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education, known as the Michigan Model for Comprehensive School Health Education for grades K through 12 which will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. The District shall notify the parents in advance of the instruction, and about the content of the instruction, and give the parents an opportunity to review the materials to be used.

M.C.L.A. 388.381 et seq. 380.1170. 380.1506/1507 AC. Rule 388.271 et seq.

REPRODUCTIVE HEALTH AND FAMILY PLANNING

The Board of Education directs that students receive instruction in reproductive health and family planning. "Reproductive Health" shall be defined as that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.

In addition, students are to be provided instruction in the recognition, prevention, and treatment of noncasual-contact communicable diseases such as venereal diseases, HBV, and HIV; and the use of abstinence from sex as a responsible method for restriction and prevention of noncasual-contact communicable disease and as a positive life-style for unmarried young people.

The Board accepts as policy the guidelines entitled "Sex Education Guidelines including Reproductive Health and Family Planning" established by the Michigan Department of Education. A copy shall be available for inspection in the Board office.

A citizens' advisory committee shall be established, in accordance with Board policy 8140, in order to ensure the effective participation of parents and community groups in the design and implementation of this program area.

Teachers will meet preparatory criteria established by the State guidelines before participating in sex education instructional activities.

The District shall notify the parents in advance of the instruction and about the content of the instruction, and give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from the instruction.

The Superintendent shall ensure that there are at least two (2) public hearings on revisions to any of the curricula described above. Such hearings shall be conducted in compliance with State law.

STUDENTS AS TRAINEES

The Board of Education recognizes the value of providing students with experiences as part of their preparation for productive employment and appreciates the cooperation of local employers in accommodating such training activities at their places of business.

The Board authorizes the Superintendent to develop work-site training programs as an extension of its curriculum. All such programs shall be reviewed to determine whether or not an employer relationship has been established according to criteria established by the Supreme Court in adjudicating cases related to the Fair Labor Standards Act. Particular attention should be paid to community-based programs for special education students and to vocational and "school to work" programs in which students are producing goods or services for sale and the District is the recipient of the income therefrom.

DISTRICT-SPONSORED CLUBS AND ACTIVITIES

The Board of Education believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students.

For purposes of this policy, curricular-related activities are defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

The Board shall allow non district-sponsored, student clubs and activities during non instructional time, in accordance with the provisions in Policy 4730 -- Equal Access For Nondistrict-Sponsored Student Clubs and Activities.

Noncurricular student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 6510 - Use of School Facilities. The Board, however, will not assume any responsibility for the planning, conducting, or evaluating of such activities.

No nondistrict-sponsored organization may use the name of the School District, or any other name which would associate an activity with the District.

In addition to the eligibility requirements established by the Michigan High School Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student shall comply with the District's Athletic Code of Conduct.

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Students shall be fully informed of the curricular-related activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

M.C.L.A. 380.1282, 380.1300, 380.1316 P.L.98-377

INTERSCHOLASTIC ATHLETICS

The Board of Education recognizes the value to the District 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 a school or the school district 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 District.

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.

The Superintendent shall assure that proper procedures are in place for the operation of the Athletic Program and a Code of Conduct for those who participate. Such procedures should provide for the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a licensed physician and 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.
- B. 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 s/he has obtained written consent of a Board approved physician and the Superintendent.
- C. 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.

COMMUNITY AND ADULT EDUCATION

The Board of Education believes that education is a continuous process throughout life and supports the position that the District should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board may, if economically feasible, provide programs in the evening and day for the purpose of meeting the avocational, recreational, and cultural interests of the community as well as the acquisition of academic knowledge and skills, vocational/technical training and retraining needs of local workers.

With regard to adult education, the Board also may, if economically feasible, provide an adult basic education and high school completion programs for anyone age of sixteen (16) or older who is not attending high school as an opportunity to complete the requirements for a high school diploma. Job training and contracted service programs may also be provided.

The Board may also maintain a citizenship program of instruction for the benefit of foreign-born residents of the District.

ALTERNATIVE MIDDLE AND HIGH SCHOOLS

The Board of Education recognizes that the traditional school program may not be appropriate for all students. There are those students who need an education but are unable or unwilling to participate properly in the District's established program.

The Board may provide alternative middle and high school education programs for all students who, in the opinion of the Superintendent, will benefit from a nontraditional service delivery system and alternative education experiences.

SPECIAL EDUCATION

The Board of Education shall enter into an agreement with the Macomb Intermediate School District to provide a comprehensive, free, and appropriate educational program to all eligible disabled persons ages zero (0) through twenty-five (25) which complies with Federal and State laws and guidelines.

The Superintendent may prepare whatever guidelines are necessary to ensure effective implementation of the special education program.

LEAST RESTRICTIVE ENVIRONMENT POSITION STATEMENT

It is the philosophy and position of the Board of Education and its administration that the primary responsibility for the administration and delivery of special education programs and services should be within the District and at the school 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 Macomb 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 a District school will be considered only after consideration has been given by the IEPC as to the feasibility of placement in the regular classroom.

SUSPENSION/EXPULSION OF DISABLED STUDENTS

In matters relating to the disciplining of disabled students, the Board of Education shall abide by Federal and State laws regarding suspension and expulsion.

It must be determined by the administration, preferably through an I.E.P.C. that the disabled student's disruptive behavior is not a result or manifestation of the student's disability. Pending this determination, the student shall not be suspended for a period of time exceeding ten (10) days.

If the behavior calling for suspension is not related to the disabling condition, as determined by the I.E.P.C., the student may be disciplined in accordance with policy 5610 - Removal, Suspension, and Expulsion of Nondisabled Students.

If the wrongful behavior is disability-related, the student may not be suspended or expelled. The I.E.P.C. shall recommend either a change in the educational placement of the student, or a request for judicial relief, if the student's behavior poses an immediate danger to the safety of others.

When a disabled student's behavior is such to justify exclusion from his/her current educational placement, the school administrator may suspend the student for a period of not more than ten (10) cumulative days. The Superintendent shall ensure that appropriate due-process procedures are followed.

A disabled student shall not be suspended for longer than ten (10) days without written consent of the parent, or a court order. The Superintendent shall ensure that an Individual Education Planning Committee (I.E.P.C.) is convened and the review process occurs promptly and efficiently to determine that the Individual Education Program (I.E.P.) is current and complete, and/or that the student has been appropriately placed as indicated by the I.E.P.

If the suspension period is completed before the I.E.P.C. can take appropriate action, the student shall be maintained in his/her current placement until such action has been taken. The Board acknowledges that it may have a continuing responsibility for providing alternative educational service to students with disabilities who have been long-term suspended or expelled.

Emergency removal of a student with disabilities from his/her current placement may take place through parental agreement for an interim placement or through injunctive relief from a court when the current placement presents a substantial likelihood of resulting in injury to the student or others.

No student identified as disabled may be suspended longer than ten (10) cumulative school days without written consent of the parent or a court order.

Any disabled student whose behavior warrants suspension (despite already having had ten (10) or less days of cumulative suspension) may be suspended for not more than ten (10) days from the date of incident under the emergency situation procedures in the law.

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During the emergency situation period the District must convene an I.E.P. to determine if the student's behavior is related to the disability or if a change of placement or program is appropriate. Pursuant to the actions discussed in the I.E.P. all due process rights will continue.

20 U.S.C. Section 1401 et seq. Section 504. 1973 Rehab. Act; 29 U.S.C. 701 et seq.

U.S. Supreme Court. Honig v Doe, 56 USLW 4091

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ADOPTION OF TEXTBOOKS

The Board of Education shall approve all textbooks used as part of the educational program of this District. "Textbook", for purposes of this policy, shall mean a book which is the primary resource given to every student enrolled in the course.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration.

M.C.L.A. 380.1421 et seq.
380.1422
Rev. 8/02

MEDIA IN THE CLASSROOM

The use of electronic media can be valuable tools in meeting State and/or district curriculum requirements.

Videotapes, DVD's, or other Electronic media will be selected and assigned to give support directly to instructional learning objectives contained within the State and/or Board approved curriculum.

Electronic media when used, shall be selected for their direct relevance to the instructional program. General selection criteria should include quality of the overall work and its individual parts, fair and accurate representation of the facts, the reputation, and significance of the writer, director, and/or performer.

Electronic media shall not be used for recreation or entertainment, or for other than planned instructional purposes.

Student engagement, rather than passive modes of instruction, is more beneficial to students. Therefore, the Board encourages teachers to use appropriate brief film segments as a part of classroom instruction. Full length films may only be shown with prior approval of the administrator.

1. In general, copyright guidelines permit in-classroom use of copyrighted videotapes and DVD's when they are used for instructional purposes in a teaching situation, as is a lawfully made copy.*
 - a. The school setting has been defined as a "semi-public performance." Therefore, public performance rights are reserved for the copyright owner or those given permission.
 - b. Videotapes and DVD's marketed for "home use" do not have the rights granted for public performance. Rented films and DVD's that include a notice that the film is intended for "home use only" or "private use only" shall not be shown to a class for entertainment purposes.
2. Non-profit education institutions generally may use videotapes and DVD's in the course of "face-to-face" teaching activities, without the need to obtain consent from the copyright owner if the following permissible guidelines are met:
 - a. The video or DVD is a legally obtained lawful copy.
 - b. The video or DVD activity must be carried out by an instructor or student.
 - c. The video or DVD must be used in the course of "face-to-face" teaching activities.

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- d. The video or DVD activity must be carried out in a classroom or similar place devoted to instruction.
 - e. All video or DVD programming obtained from commercial sources outside the school's purchasing procedure through rental, lease or purchase must be approved for classroom use by the Building Administrator.
3. Parent(s)/guardian(s) shall receive one week advanced written notice when teachers plan to use commercial video or DVD recordings that are rated "PG" with elementary students and "PG-13" with middle school students. Such notice shall include an accurate description of the contents of the video or DVD recording and where it may be obtained for parent(s)/guardian(s) review.
4. The use of videos or DVD's which contain an 'R' rating is prohibited for use in any classroom or instructional setting without prior consideration and approval.
5. Other media such as CD-ROM, laser disc and audiotapes, while not a part of the video rating system, should be selected and used applying the same criteria as videotapes and/or DVD's.
6. Videotapes or DVD's may not be used for recreation, entertainment or for other instructional purposes not directly related to benchmarks and objectives.

* e.g. "Grapes of Wrath" may be presented to High School English classes, but "Star Wars" if being shown for entertainment, would not be permitted unless copyright clearance has been obtained.

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate.

M.C.L.A 380.1274, 380.1277

PARTNERSHIPS WITH BUSINESS

The Board of Education is well aware of the role that education will play in increasing the nation's productivity and future well-being. To ensure success requires the combining of talent and resources within the region between business and education. It also recognizes that schools of the District need to operate as an integral part of the economic community if students are to receive the type of education and training they will need to function effectively in the twenty-first century.

The Board will seek to establish not only partnerships between the District and individual companies, but also, if possible, consortia involving several companies and/or school districts. The purpose will be to seek opportunities for students and staff to share in new strategies and technologies being created in the business world and offer, in exchange, the knowledge and skill of District personnel in creating more effective continuing education for employees and members of the community. Properly planned and implemented, such partnerships or consortia could have significant impact on the nature and content of the curriculum as well as on the manner in which students are taught to learn.

The Superintendent is authorized to actively seek such partnerships with the understanding that the Board shall review and approve each specific plan prior to its finalization with the potential partners.

PROGRAM ACCOUNTABILITY AND EVALUATION

The Board of Education believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the District, the Board has the responsibility for assessing how well goals are being accomplished.

The Board shall fulfill this responsibility by establishing a means for the continued evaluation of results which shall be systematic and specific.

The following elements will be included in its accountability program:

- A. clear statements of expectations and purposes for each program coupled with specifications of how their successful achievement will be determined;
- B. provisions for staff, resources, and support necessary to achieve each program's purposes;
- C. evaluation of each program to assess the extent to which each program's purposes and objectives are being achieved;
- D. recommendations for revisions and modifications needed to better fulfill expectations and purposes.

STUDENT ASSESSMENT

The Board of Education shall, in compliance with law and rules of the State Board of Education, assess student achievement and needs in reading, writing, social studies, mathematics, and science in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative records, student performance data collected through standard testing programs, student portfolios, and physical education assessment.

The Superintendent may develop and present to the Board a program of formal testing that includes:

- A. mandated State testing such as MEAP and MME tests;
- B. Criteria-based or norm referenced written and oral examinations;
- C. aptitude tests;
- D. achievement tests;
- E. vocational inventories.

The Board requires that:

- A. any formal tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 - 1. political affiliations;
 - 2. mental and psychological problems potentially embarrassing to the student or his/her family;
 - 3. sexual behavior and attitude;
 - 4. illegal, anti-social, self-incriminating, and demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally-recognized, privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

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7. income without the prior consent of the adult student or without the prior written consent of the parent.
- B. any personality testing complies with Department of Education guidelines.

The Board also requires that:

- A. tests be administered by persons who are qualified under State law and regulation;
- B. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
- C. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records.

All students shall participate in mandated State tests such as MEAP and MME unless excluded under established State guidelines.

AC. Rule 340.1101 et seq., 388.221 et seq., 340.1151 et seq. MCL 380.1279g
MEAP Test Administration Manuals

Revised 12/11

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COMPUTER SOFTWARE

The policy of Lake Shore Public Schools (LSPS) is to respect all computer software copyrights and adheres to the terms of all software licenses to which the District is a party.

Lake Shore Public School users are prohibited from duplicating any licensed software or related documentation for use at work or elsewhere unless LSPS is expressly authorized to do so under agreement with the software licensor.

Ref: Technology Guidelines

INTERNET SAFETY POLICY

It is the policy of Lake Shore Public Schools to comply with the Children's Internet Protection Act.

To that end, Lake Shore Public Schools employs the technology protection measure provided by the Macomb Intermediate School District to prevent inappropriate content from reaching the computers of minors and adults in all school buildings. The Internet filtering system may be overridden for bona fide research purposes or educational uses at the discretion of the District Filtering Committee.

Lake Shore Public School students are taught Internet safety and the responsible use of technology at all levels in a variety of ways. These lessons include safe use of email, social networking sites and chat rooms, as well as awareness of and response to cyber-bullying. The technology class taught at the elementary level incorporates age-appropriate Internet safety lessons to grades k-5; the middle school technology classes have units on Internet safety, cyber bullying and copyright infringement; HS technology and business classes cover using all web and technology tools responsibly and safely.

It is the responsibility of all Lake Shore Public School staff members to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.