The Board recognizes the value to the District and community of a program of interscholastic athletics. The primary aim of interscholastic athletic programs in the District is to promote the physical, mental, social, emotional, and moral well-being of all participants. The District does not require legal recognition of a player’s transitioned sex in order for transgender players to participate on a team which matches their identity. Any transgender student-athlete who is not taking hormone treatment related to gender transition may participate in sex-separated sports activities in accordance with his or her assigned birth gender. The District will draft appropriate administrative guidelines to set forth the procedure for handling inquiries relating to this policy.

The District believes that it is the purpose of interscholastic athletic programs to provide the benefits of an athletic experience to students as feasible within the District. Interscholastic athletic activities and practice sessions provide opportunities to teach the values of teamwork, competition, discipline, and good sportsmanship. Interscholastic athletic programs also foster growth of school loyalty with the student body as a whole, and stimulate community interest in on interscholastic athletic programs.

Michigan High School Athletic Association (MHSAA) rules and regulations shall apply to all students participating in interscholastic athletics. The Superintendent and his/her designees shall subscribe to the administrative guidelines of the MHSAA, but maintain responsibility for enforcement of all rules and procedures.

In alignment with (MHSAA) rules and regulations, the Superintendent and his/her designees shall develop appropriate administrative guidelines for the operation of interscholastic athletic programs, code of conduct, and sportsmanship for students who participate. The District’s administrative guidelines shall provide for the following:

A. prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a licensed physician. Parents shall report any past or current health problem(s) along with a physician’s statement that any such
problem(s) have or are being treated, and pose no threat to the student's participation;

B. any student who incurs an injury requiring a physician's care is to have approval by a physician prior to the student's return to athletic participation;

C. female students shall be permitted to compete for a position in all interscholastic athletic activities. If the District has a girls’ team in an interscholastic athletic activity, female students shall be permitted to compete for a position on any other team for that activity;

D. use of a performance-enhancing substance by any student shall be a violation that will affect a pupil's athletic eligibility to participate in the District’s interscholastic athletic programs.

The Superintendent and his/her designees shall develop administrative guidelines for ensuring that sportsmanship, ethics, and integrity characterize the manner by which interscholastic athletic programs are conducted and the actions of students who participate. Such guidelines should include criteria for judging important qualities as well as procedures by which said values shall be communicated to students, parents, and supporters. The behaviors exhibited by said groups shall be monitored to ensure their behaviors reflect high standards.

Because transferring from one district/school to another bears impact on a student-athlete’s eligibility to participate in interscholastic sports, MHSAA member institutions have established rules and administrative guidelines which govern the handling of student athlete transfers. Students transferring into the District who desire to participate in the District’s interscholastic athletic programs shall meet MHSAA and District administrative guidelines for eligibility to participate in the District’s interscholastic athletic programs.

In order to ensure access and equity to all students, including those who transfer one district/school to another, the Superintendent and his/or designees shall initiate and manage the exchange of MHSAA Transfer of Information forms between athletic directors for students who wish to play the same sport as played previously. Said form is intended to assist schools in compiling information to determine eligibility under MHSAA regulations and guidelines for students who change schools after starting the ninth (9th) grade. In order to ensure consistency and equitable treatment of all student athletes, the Superintendent and his/or designees shall handle all athletic eligibility waiver requests and appeals on behalf of District
schools for any student who transferred from one district/school to another who may wish to participate in the District's interscholastic athletic programs.

M.C.L. 380.1289, 380.1318
Good Sportsmanship Campaign, Michigan High School Athletic Association

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The District shall make available a program in driver education for eligible students in order to prepare them for the responsibility for operating a motor vehicle in a proper manner. The District will make known the costs of the program to eligible students wishing to participate.

The program will consist of two (2) parts. The first segment consists of twenty-four (24) hours of classroom instruction and a minimum of six (6) hours of behind-the-wheel training. The second segment consists of three (3) two-hour classroom sessions designed to teach the young driver defensive driving skills.

The Superintendent or his/her designees shall establish administrative guidelines that ensure that the District’s driver-education program complies with the requirements set forth by the State of Michigan and is of the same quality as the District’s other educational programs.

M.C.L. 257.306, 257.310e, 257.811, 257.811c

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PROGRAMS FOR GIFTED AND ADVANCED STUDENTS

In accordance with the philosophy of the Board to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and advanced students.

Gifted and advanced students shall be determined by:

A. A recommendation from a teacher
B. Assessment from a psychologist
C. Recommendations based on 2nd grade assessment that is specific to testing gifted and advanced capabilities

Gifted and advanced students shall be considered those who, through valid assessment, show one (1) or more of the following abilities:

A. specific academic ability superior to that of children of the same age or grade level;
B. creative ability in a particular area superior to that of his/her peers; and
C. superior leadership ability to that of his/her peers.

The learning outcomes of a program for gifted and advanced students shall be related to:

A. expansion of academic attainments and intellectual skills;
B. stimulation of intellectual curiosity, independence, and responsibility;
C. development of originality and creativity;
D. development of positive attitude toward self and others;
E. development of desirable social and leadership skills; and
policy

BOARD OF EDUCATION
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Revised 5/23/18

F career exploration and awareness.

The Superintendent and his/her designees shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

M.C.L. 380.1282

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STAFF DRESS AND GROOMING

The Board believes that staff members set an example in dress and grooming for students to follow. A staff member who understands this precept and adheres to it enlarges the importance of his/her task to serve as a role model to students, presents an image of dignity, and encourages respect. These factors act in a positive manner toward the maintenance of academic decorum and discipline.

District employees shall generally maintain a neat, well-groomed, and professional appearance that is appropriate for their job functions. Attire should always be appropriate to the work location environment and reflect a professional image to the division, school, or department’s internal and external customers, the public, and stakeholders whom professional and support staff interact.

No dress code policy can cover all contingencies, so employees must exert a certain amount of judgment in their choice of clothing. Notwithstanding, the District retains the authority to specify dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. When assigned to District duty, on or off District property, all professional and support staff members shall:

A. remain physically clean, neat, and well groomed;

B. dress in a manner consistent with duties and responsibilities that communicates to students a pride in personal appearance;

C. practice grooming habits in such a way that their hairstyle or dress does not cause a health, safety hazard, and or disrupt work and classroom settings; and

D. dress in a manner that communicates professionalism to students and the community.

Central office based professional and support staff who interact with members of the public, parents, students, employment applicants, vendors, and community/business leaders shall default to business professional dress with their attire unless the Superintendent and his/her central office designee(s) indicate otherwise. When in doubt, professional staff and support staff employed at the central office shall adhere to a business professional dress code. Men should wear business suits if
possible; however, blazers may be worn with dress slacks. Examples of business or professional clothing include jackets and blazers with matching pants, skirt or dresses. Central office staff adhering to the business professional dress code shall wear slacks/pants, shirts/blouses and other formal combinations.

Central office staff shall dress conservatively. Revealing clothing should be avoided. Persons employed in the central office shall wear dress shoes. Head wear is not permitted in a business professional dress code unless it is for religious or cultural significance or for occupational purposes.

Business casual is the minimum level of acceptable casual dress in all other District settings. Employees and contract workers should minimally default to business casual with their attire unless division/department management indicates otherwise. Notwithstanding, business casual is the minimum level of acceptable dress in most District work locations.

All school based professional and support staff shall minimally maintain a "business casual" dress in order to work comfortably while projecting a professional image for students, parents, and community members. "Business casual" is a generally accepted dress code standard for the school settings. Appropriate “business casual” dress is typically less formal than traditional business clothing but still professional enough to be appropriate for office and school environments.

Examples of "business casual" clothing items includes but is not limited to: (1) khaki styled pants, trousers and business casual slacks at least ankle length, (2) pressed dress shirt or blouse (traditional button-down, collared is often appropriate)—a tie is optional and a blazer can also be appropriate, (3) polishable loafers, oxfords and boots for men, and for women pumps, flats, dress sandals and other types of shoes shall adhere to the "business casual" standard.

Examples of inappropriate "business casual" clothing items include but are not limited to: (1) sweat suits, jogging suits, warm-up suits, wind suits, (2) Yoga pants/exercise leggings, (3) shorts, skirts, and dresses shorter than three inches above the knee (all types)—unless needed to execute assigned duties and responsibilities, (4) casual sandals, “Flip-Flop” thong sandals – plastic, foam, and/or rubber beach type, (5) faded, tattered, frayed, or wrinkled clothing inclusive of denim jeans, (6) casual t-shirts, tube tops, crop tops, off the shoulder tops, spaghetti straps without something over them (7) no midriff, back skin, cleavage or undergarments may show when standing, bending, sitting or stooping, (8) hats or baseball caps, head coverings that do not serve an occupational, cultural or religious purpose or protect from inclement weather and (9) Clothing that is see-through.
Wearing workplace-appropriate denim jeans that are free of holes and tears on special event days or occasionally is appropriate. Collared shirts, polo shirts, sweaters, and turtlenecks are appropriate for men and women. T-shirts with school logos that promote school spirit or a university/college going culture shall be considered appropriate attire for the purpose of this policy.

Clothing for all professional and support staff members shall be non-distracting in length and fit, clean, and properly fitting. The cut of sleeveless garments shall not expose undergarments or be otherwise immodest. Upper garments must adequately cover the waistline and must not expose the midriff while the professional and support staff member is performing school-related activities.

Garments traditionally designed as undergarments, such as boxer shorts, sport bras, sleeveless undershirts or other male/female undergarments shall not be worn as outer garments or intentionally displayed. All footwear must remain secure on feet and not present a safety hazard.

The superintendent and his/her designees may approve variations of this staff dress code policy for special situations such as field days, spirit days, class or team days, work days (when there are no parent conferences or meetings with the public) or for those individuals whose responsibilities may necessitate an alternate form of dress, such as physical education teachers, vocational education instructors, coaches (in season), JROTC and other support personnel, such as food service personnel. Disciplines of particular subject areas may necessitate staff dress and grooming guidelines other than "business casual," in such circumstances the Superintendent and his/her designees shall provide direction.

Professional and support staff are expected to comply with the standards outlined in this policy. Determination of the appropriateness of professional and support staff dress shall remain under the purview and discretion of the Superintendent and his/her designees. He/she shall counsel individual employee(s) regarding suitable, appropriate, acceptable and professional dress, and provide direction as needed. At the worksite level, central office and school-based administrators shall remain responsible for ensuring that employees comply with this policy. Employees who report to work dressed in an unacceptable manner shall be sent home and directed to return to work in proper attire within a reasonable time period. Repeated violations may result in further disciplinary action.

Reasonable accommodations shall be made, by the Superintendent and his/her designees for employees who because of a held religious beliefs, cultural heritage, or
medical reasons request a waiver of a particular part of this policy and supporting guidelines for professional and support staff dress and grooming.

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HEALTH AND WELLNESS

As required by law, the Board establishes the following wellness policy for the District.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Research concludes that there is a positive correlation between a student's health and well-being and his/her ability to learn.

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 the effort to support students' development of healthy behaviors and habits with regard to health and wellness cannot be accomplished by 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 health and wellness.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

A. With regard to nutrition education:

1. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.

2. Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities.

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

4. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
5. Nutrition education posters and other visual aids based on current research may be displayed in school cafeterias.

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

7. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.

8. 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.

9. The District may provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

B. With regard to physical activity:

1. Physical Education

   A. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

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

   C. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.

   D. 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.
E. 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.

F. Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for the majority of scheduled class time.

G. Properly certificated, highly qualified teachers shall provide all instruction in physical education.

H. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.

I. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.

J. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.

K. Planned instruction in physical education shall include cooperative as well as competitive games.

L. Planned instruction in physical education shall take into account gender and cultural differences.

M. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

N. Students should not be withheld from physical education for disciplinary purposes or as a consequence for regular classroom misconduct.

2. Comprehensive Health Education

A. The District will deliver planned, age-appropriate, and sequential instruction in health education as a foundation for the nutrition and physical education components outlined in the District Wellness Policy. Comprehensive health education instruction will assist students in
developing lifelong knowledge, skills, and abilities to improve and sustain a healthy lifestyle. The curriculum should be consistent with national and state standards for health education. The curriculum should develop competencies in the nine core components of health education including: physical education, physical activity, nutrition education, sexual health education, mental, social, and emotional health, personal health/health services, violence prevention, injury prevention and tobacco, alcohol and other substance abuse prevention.

3. Physical Activity

A. Physical activity should not be employed as a form of discipline or punishment.

B. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.

C. The school shall encourage families and community organizations to institute programs that support physical activity of all sorts.

D. With regard to other school-based activities:

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

2. Schools shall provide clean environments in which students may eat.

3. Students, parents, and other community members shall have access to, and be encouraged to use, the school’s outdoor physical activity facilities outside the normal school day.

4. Schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.

5. There will be special events and planned activities to encourage and support staff wellness that will be made available to all staff.
6. The schools may demonstrate support for the health and wellness of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children’s health insurance programs for which they may qualify.

7. Schools in our system will implement systems, processes, and safeguards which eliminate any stigma or identification of students eligible to receive free and/or reduced meals.

8. Classroom teachers will be encouraged to use physical activity and kinesthetic activities to promote learning.

9. Teachers should strive to avoid rewarding conduct with food.

E. With regard to nutrition promotion, foods and beverages marketed or promoted to students on school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards. Additionally, the District shall:

1. Encourage students to increase their consumption of healthy foods during the school day;

2. Provide opportunities for students to develop the knowledge and skills for consuming healthful foods.

The District’s school nutrition program will promote and encourage local farm to school programs, initiatives, and resources in order to provide local healthy food options and education which may influence healthy eating behaviors and develop a better understanding of how locally grown food affects health and wellness.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

The District’s school nutrition program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the USDA Dietary Guidelines for Americans and the USDA.
Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.

A. Guidelines for reimbursable school meals will not be less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

The sale of foods of minimal nutritional value in food service areas during lunch periods will be strictly prohibited.

B. The sale of foods and beverages to students which do not meet the USDA Dietary Guidelines for Americans and the “USDA Smart Snacks in School” nutrition standards to be consumed on the school campus during the school day is prohibited.

C. All food items and beverages available for sale to students for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from school stores, or as fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.

D. All foods offered on the school campus during the school day shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, or from vending machines.

E. All food and beverages that are provided, other than through sale, on the school campus during the school day (which may include classroom snacks, for classroom parties, and at holiday celebrations) shall comply with the current USDA Dietary Guidelines for Americans.
F. The school shall prepare and communicate to staff, parents, and after-school program personnel a list of snack items that comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards.

G. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.

H. All food service personnel shall receive pre-service training in food service operations.

I. Continuing professional development shall be provided for all staff of the food service program.

The Board designates the Superintendent as the individual charged with operational responsibility for verifying that the District meets the goals established in this policy.

The Superintendent shall appoint a District Wellness Committee that will meet at least four (4) times each academic year, the committee should include parents, students, representatives from the office of school nutrition, educational staff (including health and physical education teachers), mental health and social services staff, school health professionals, members of the general public and school administrators to oversee development, implementation, evaluation and periodic update of the wellness policy. The District Wellness Committee shall be an ad hoc committee with members recruited and chosen annually. The District Wellness Committee shall be responsible for:

A. assessment of the current school environment;

B. review of the District’s wellness policy;

C. presentation of the wellness policy to the Board for approval;

D. measurement of the implementation of the policy;

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

Before the end of each school year the District Wellness Committee may recommend to the Superintendent any revisions to the policy it deems necessary and/or
appropriate. In its review, the Wellness Committee shall consider evidence-based strategies in determining its recommendations. District Wellness Committee members will share best practices, expertise, insights, resources which inform the development of District administrative guidelines and procedures.

The Superintendent may report annually to the Board on the progress of the Wellness Committee and on its evaluation of policy implementation and areas for improvement, including status of compliance by individual schools and progress made in attaining goals of policy.

The District shall assess the wellness policy at least once every three (3) years on the extent to which schools in the District are in compliance with the District’s health and wellness policy, the extent to which the District policy compares to model wellness policies, and progress made in attaining the goals of the District Wellness Policy. The District will share progress towards the District’s health and wellness efforts on an annual basis at a publicly noticed meeting.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771
7 C.F.R. Parts 210 and 220

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Revised 5/23/18
MISSION, VISION and CORE VALUES

The Board adopts the following mission, vision and core values:

Mission

We educate and empower every student, in every community, every day, to build a stronger Detroit.

Vision

The vision of Detroit Public Schools Community District is that all students will have the knowledge, skills and confidence necessary to thrive in our city, our nation, our world.

Core Values

STUDENTS FIRST - Make decisions that are in the best interest of students. Use every resource strategically so that we can meet students’ individual needs.

EXCELLENCE - Be relentless in your pursuit of greatness. Be bold and innovate. Learn from your mistakes. Hold yourself and others to high standards.

INTEGRITY - Do the right thing, even when no one is looking. Be honest. Be trustworthy. Be accountable.

EQUITY - Diversity is an asset that makes us stronger. Advocate for the needs of others. Ensure that all members of our community have access to the tools and resources they need to be successful.

SERVICE - Listen. Empathize. Respond. Own problems and help to solve them.

TENACITY - Embrace hard work and persevere in the face of challenges. Follow through on your commitments and strive to do your best, no matter what.

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Revised 5/23/18
policy

BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
EDUCATIONAL OUTCOME GOALS

Since the mission of the District is to educate and empower every student, in every community, every day, to build a stronger Detroit, the District believes the mission is being accomplished when there is valid evidence that its educational programs are making it possible for students to achieve the following educational outcomes and goals commensurate with their ability and potential:

A. Foundational academic and employability skills for the workplace and skills and attitudes to obtain further education;

B. an understanding of others, including but not limited to those with social and cultural characteristics different from his/her own and of those with mental or physical disabilities and the ability to engage in responsible personal and/or support relationships with those who are different from one's social or ethnic groups;

C. use of the knowledge, attitudes, and skills to contribute effectively to the decision-making processes of the political and other institutions of Detroit, the state, nation, and global community;

D. the capacity to fulfill satisfying and responsible roles in our community and lives;

E. use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental wellness;

F. the willingness and ability to apply ethical principles and values to his/her own life;

G. an understanding of his/her own worth, abilities, potentialities, and limitations;

H. enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime;

I. the educational goals specified in individual education program plans (IEPs); and
J. use of the knowledge, skills, and understandings necessary to function as a responsible globally oriented citizens and consumers of information.

The Board believes that all students in the District shall be able to demonstrate these applied learnings, at a level that is commensurate with their age and abilities.

The Superintendent and his/her designees are charged with the responsibility for providing, through the District's Board-approved curriculum and appropriate administrative guidelines, opportunities for all students to accomplish these goals as well as a valid means for assessing the extent to which goals and learning targets are accomplished.

Student achievement of these educational goals represents the District's highest priority. It should be the highest priority, as well, for all professional and support staff.
EDUCATIONAL PROCESS GOALS

In order to achieve educational outcome goals, the District, under the direction of the Superintendent and his/her designees shall establish administrative policies that shall authorize and encourage:

A. instruction, learning, and assessment practices that bear a meaningful relationship to the present and future needs and/or interests of students;

B. specialized and individualized kinds of educational experiences to meet the needs of each student;

C. an environment in which any interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;

D. efficient and effective use of educational resources;

E. continued professional growth of staff members;

F. constructive cooperation with parents, volunteers, and community groups; and

G. a safe and secure learning environment that is disciplined and free of drugs, tobacco, alcohol, and firearms.

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ADOPTION OF COURSES OF STUDY

The District shall provide a comprehensive instructional program to serve the educational needs of all students of the District. The District is sensitive and aligned to the complete and accurate cultural history of each student, including their race, gender, socioeconomic background and country of origin. The District’s will strive to incorporate the rich cultural history of the city of Detroit in its instructional program. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study in accordance to the law.

Planning

The District advocates a policy of continuous curriculum study. The Superintendent and his/her designees are encouraged to utilize resource personnel in a manner consistent with Board policies. The Superintendent and his/her designees are also encouraged to use District professional and support staff, students, and volunteers in a manner consistent with these policies.

The Superintendent and his/her designee shall have the responsibility to organize staff in appropriate committees to plan, study, modify, change, or develop a District-wide curriculum.

In compliance with the Revised School Code, the Board directs the Superintendent and his/her designees to prepare, implement, and supervise courses of instruction for all subject matters and these additional areas as defined by statute:

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; and

C. instruction in physiology and hygiene with special emphasis on drug abuse prevention.
The Superintendent shall prepare appropriate guidelines relative to the planning, teaching, and evaluation of these courses.

Research

The Superintendent and his/her designee shall conduct a research and evaluation program, which will provide the Board with data to be used in the development and evaluation of curriculum areas and associated District strategic plan targets. The use of external research shall be encouraged.

Course Adoption and Deletion

No course of study shall be eliminated or added without the approval of the Board.

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 and his/her designee shall recommend to the Board such courses of study as are deemed to be in the best interests of the students. The Superintendent’s and his/her designees’ recommendations shall include the following information about each course of study:

A. its applicability to students and an enumeration of those groups of students it purports to support;

B. the intended learning objective(s), defined in terms of how the learning is applied;

C. its scope and sequence, as well as a statement of the rationale used to determine the amount and type of instructional time needed to accomplish the curricular objectives at each level; and

D. its justification in terms of the goals of the District, especially when it is proposed to take the place of an existing course of study;

E. the resources that its implementation will require, including instructional materials, equipment, professional learning, etc.; and

Revised 5/23/18
F. the plan for its continuous assessment which includes criteria and standards.

The learning that results from each course of study shall be designed, delivered, and monitored so that it remains durable, significant, and transferable and require a high level of student achievement of clearly-defined, cumulative performance objectives.

The plan for student assessment for each course of study shall include the criteria and standards that shall be used to determine when students may need to participate in remedial, supplemental, or accelerated activities in order to ensure that each student has been provided the opportunity to achieve at his/her optimum level.

Each course of study shall provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom he/she is responsible. Deviation from its content must be approved in accordance with the Superintendent’s administrative guidelines.

As required for State certification, the Superintendent and his/her designees 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, his/her designees, and appropriate members of school based professional and support 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, volunteers, and relevant community organizations in the review of the District’s courses of study.

The Superintendent and/or his/her designee shall maintain a current list of all courses of study offered by this District, and shall provide each member of the Board annually with a list of course additions/deletions.
policy

BOARD OF EDUCATION
DETOUR PUBLIC SCHOOLS COMMUNITY DISTRICT


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Revised & Adopted: 00/00/00

Revised 5/23/18
It is the policy of the District that all students shall be provided a meaningful education and access to the programs provided by the District. Limited proficiency in the English language should not be a barrier to equal participation or access to exceptional education services in the instructional or extra-curricular programs of the District. It is, therefore the policy of the District that students identified as having limited English proficiency shall be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District in the same manner as other students.

Further, parents with limited English proficiency shall not be excluded from, or denied the benefits of full participation in the District’s educational programs and activities. The District shall provide language assistance services (written translation and oral interpretation) to parents with limited English proficiency in a language they understand so that they are adequately notified of programs and activities that are called to the attention of other parents and have meaningful access to District programs and activities (also see Policy 2260).
policy

BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

41 Revised & Adopted: 00/00/00

Revised 5/23/18
COURSE GUIDES

The Board approves and supports the curriculum that is designed to accomplish the mission and goals of the District. Every course shall have a course outline, written curriculum or guide based upon the mission and goals and expected learning results for students.

M.C.L. 380.1282

Approved: 00/00/00
Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
In order to comply with State law, the Board shall adopt a core curriculum which is to be based on the Model Core Curriculum developed by the State Board of Education. In presenting a core curriculum for adoption, the district will be sensitive to the cultural background of its students, including their race, gender, socioeconomic background and country of origin and will strive to incorporate the rich cultural history of the city of Detroit and a complete and accurate account of U.S. history in its adopted curriculum. The Superintendent and his/her designees shall prepare administrative guidelines which will provide for a description of the courses that will comprise the core curriculum as well as the sequence, in grade clusters, in which such courses will be taught.

All schools in the district shall use the district adopted core curriculum to ensure consistent implementation of best practice and supports for transience of students across district schools. Should a school be granted the opportunity to use a curriculum outside the district adopted curriculum it will be solely to support (a) unique and/or innovative programming of the school and/or (b) supplementation of the core curriculum.

Should the core curriculum vary from the State model, the description of the core curriculum is to be accompanied by an explanation of the District's variations from the model and shall verify that no attitudes, beliefs, or value systems are included in the curriculum that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society.

The Superintendent's guidelines shall provide for an explanation of the means by which the core curriculum will be implemented and evaluated based on the K-12 Program Standards of Quality established by the State Board of Education.

The administrative guidelines shall also assure each student a fair opportunity to achieve the academic outcomes established for the core curriculum. Such guidelines should ensure that instruction in each area of the core curriculum focuses on the learning processes students need to use to achieve the academic outcomes and should provide procedures for special assistance to students who are not achieving the outcomes.
policy

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M.C.L. 380.1204(a), 380.1278

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Reviewed: 00/00/00
Revised & Adopted: 00/00/00

Revised 5/23/18
CONTROVERSIAL ISSUES

The District 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 on which opposing points of view have been promulgated by responsible opinion.

The Board will allow the introduction and proper educational use of controversial issues, as part of curriculum or course of study, 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 tend to indoctrinate or persuade students to a particular point of view; and

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 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 shall permit the instructional use of only those issues which have been approved by the Superintendent and his/her designees.

Revised 5/23/18
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 indicates to the school that either content or activities conflicts 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.

The Superintendent and his/her designees shall develop administrative guidelines and shall provide training for professional personnel to constructively handle controversial issues.
ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board is committed to providing an equal opportunity for all students, regardless of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, citizenship, ancestry, genetic information, 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. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture; 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 color/racial, gender, religious, national, cultural, or other bias in all aspects of the program;

C. Student Access

review current and proposed programs, activities, facilities, and practices to verify 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 and Federal laws and regulations;

D. District Support

verify that like aspects of the District’s 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;
policy

BOARD OF EDUCATION
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E. Student Evaluation

verify that assessments, 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 race, color, creed, gender, or national origin.

Approved: 00/00/00
Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00

Revised 5/23/18
TITLE I SERVICES

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

The Superintendent and his/her designees shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the District’s professional staff, that will assist in the assessment, teaching, and learning of the participating students.

B. Scope

Funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students. The program, for an entire school and/or a targeted assistance school, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.
D. Comparability of Services

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for students with disabilities.

The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

A. involve parents in the training, when appropriate;

B. combine and consolidate other available Federal and District funds;

C. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;

D. allocate part of the staff development to the following types of strategies:
i. performance-based student assessment;

ii. use of technology;

iii. working effectively with parents;

iv. early childhood education;

v. meeting children’s special needs; and

vi. fostering gender-equitable education.

E. provide opportunities for paraprofessionals to work toward certification as professional educators.

F. Simultaneous Services

In accordance with law, a school offering Title I services may also serve other students with similar needs.

34 C.F.R. Part 200, et seq.
LATCH-KEY and TUTORING PROGRAMS

The Board is concerned about the growing number of children who are receiving insufficient care, nurture, or supervision when not attending school. This has serious implications for their general well-being as well as for their ability to benefit from the school program to the extent they need or want to.

Since these children constitute a significant and growing portion of the student population, the District shall seek to provide appropriate programs and services for these students, particularly in grades K through 6:

A. through the use of District staff and facilities; and

B. by contracting facility use by outside latch-key program operators.

Any fee or tuition income from the program is to be deposited in a special fund and no funds shall be expended for the program from the General Fund other than for:

A. facilities, if currently used for other purposes;

B. utilities furnished in conjunction with the program; and

C. transportation by regular school buses.

The Superintendent shall establish administrative guidelines that will ensure that:

A. prior to the creation and approval of any latch-key program, parents and other members of the community are provided an opportunity to make recommendations on the operation and funding of the program;

B. programs and services are available to participating students both prior to the start of the regular school day and after school. The time periods should be scheduled so that a student may participate from the time s/he leaves a supervised environment until s/he may return to one;
the major emphasis is on providing educational programs and activities that help the students learn how to function more effectively as learners in the school setting while, at the same time, coping better with the out-of-school factors that are interfering with their educational program;

D. adequate attention is given to ensuring the students are being clothed and fed properly, exercising regularly, and learning how to maintain good physical and mental health;

E. any organization(s) contracted with to provide these programs has acquired adequate liability insurance and is maintaining appropriate adult-child ratios, providing quality child care, and, in general, complying with guidelines established by the State and the District;

F. parents are notified about the program and the procedures for enrollment; and

G. there is continuing assessment of the effectiveness of the program by staff, participating parents, and other concerned members of the public.

In order to avoid a conflict of interest, instructional staff who serve as latch key program operators shall avoid receiving a financial benefit from providing latch-key or tutoring services to students they instruct during regular school hours.

Instructional staff engaging in tutoring for a fee of any student enrolled in the District shall:

A. prioritize the District’s offer of tutoring for students at no charge;

B. not arrange to tutor for a fee, nor solicit for a private school, any student currently enrolled in his/her classes;

C. not tutor any student for a fee during regular working hours of the employee nor on District premises;
D. if a fee will be charged for tutoring students other than those enrolled in the tutor's classes, the tutor must make arrangements with the parents for the fees to be charged; and

E. not grant credit for tutoring.
RELIGION IN THE CURRICULUM

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

Subject to Board Policy 2240, Controversial Issues, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion.

The Superintendent and his/her designees shall prepare administrative guidelines which ensure protections against the establishment of religion and that students are not influenced to accept a particular religious belief or point of view.

M.C.L. 380. 1187
U.S. Constitutional Amendment 1

Revised 5/23/18
The Board recognizes the value of physical education to the maintenance of the health and vitality of all students, as well as to the development of life-long habits that will enhance personal fitness and wellness. Quality physical education programs positively impact students’ physical, social, and mental health. It is the unique role of quality physical education programs to provide opportunities for children to understand the importance of physical activity and to acquire skills to combat a sedentary lifestyle.

The District shall establish and provide physical education for students. The District’s physical education program shall have a curriculum aligned with the Michigan K-12 Physical Education Content Standards and taught by a certified physical education teacher where possible. The District’s program shall have instructional periods totaling 150 minutes per week for elementary and 225 minutes per week for middle and high school.

The District shall provide daily opportunities for unstructured physical activity, commonly referred to as recess, for all students in Pre-K through grade eight, for at least 30 minutes. Recess should be in addition to physical education class time and not be a substitute for physical education. Each school shall provide proper equipment and a safe area designated for supervised recess in the elementary setting. School staff should not withhold participation in recess from students or cancel recess to make up for missed instructional time.

Provisions shall be made at all levels to excuse individual students from specific activities if direction to do so is received, in writing, from the student’s physician.

Students may be excused from specific activities if those activities are contrary to their religious beliefs. A request to excuse a student from such activities must be received in writing from the student's parent or from the eligible student.

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MCL 380.1502

Revised 5/23/18
The District shall provide eligible students access to online blended learning solutions. The purpose of this access is to enhance and support student instruction both in the educational setting and at home. The District shall make all eligible students and their parents or guardians aware of the programs that align to the courses that the eligible student is enrolled in. The District will make every effort to provide greater access to supplemental online tools before and after school hours to assist students and families.

**Definitions:**

A. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part in a classroom with a teacher, and in part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.

B. **Student Eligibility** - Students eligible for the District on-line/blended learning program must be currently enrolled in a course or grade with a district selected blended learning program.

C. **Course Availability and Access** - The District shall provide access to enroll and participate in the available programs. Access shall be available to eligible students during or after the school day and during summer school enrollment. If available, the District will ensure single sign on of Blending Learning Programs for students to ensure ease of access. The District shall provide information annually to students and parents regarding available Blended Learning resources and ensure links are available on the website for ease of access.
policy

BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

PROHIBITION OF REFERRAL OR ASSISTANCE

In accordance with Michigan statute, any officer, agent, or employee of the Board of Education shall strictly comply with Michigan Revised School Code as it relates to provision of sex education and is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

Whenever it becomes necessary to discipline a member of the staff for violation of this policy, the Superintendent shall utilize related procedures described in the Staff Discipline Policy 1439, Policy 3139, and Policy 4139 or the current negotiated agreement, if applicable.

The Superintendent and his/her designees shall conduct an investigation, as appropriate to the situation, including providing the employee with reasonable notice and the opportunity to respond.

If it is determined that any officer, agent, or employee of the Board has violated this policy, the Board shall apply a financial penalty against such individual that is equivalent to not less than three percent (3%) of that individual’s annual compensation.

The District shall refund to the State School Aid fund an amount of money equal to the amount of the penalty or fine.

M.C.L. 388.1766, MCL 380.1507

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policy

BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

41 Reviewed: 00/00/00
42 Revised & Adopted: 00/00/00

Revised 5/23/18
The District believes that provision should be made for students to receive instruction in reproductive health. "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 communicable diseases, such as sexually transmitted diseases, Hepatitis B Virus (HBV), and HIV; and the use of abstinence from sex as a responsible method for restriction and prevention of such diseases.

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 to ensure the effective participation of parents and community groups in the design and implementation of this program area.

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

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

The Superintendent and his/her designees shall prepare administrative guidelines for implementation of this policy. The Board shall hold at least two (2) public hearings on any substantive revisions to any of the curricula.

Revised 5/23/18
described above. Such hearings shall be conducted in compliance with applicable State laws.

M.C.L. 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b, 388.1766
A.C. Rule 388.273

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Reviewed: 00/00/00
Revised & Adopted: 00/00/00

Revised 5/23/18
CRITICAL HEALTH PROBLEMS AND COMPREHENSIVE SCHOOL HEALTH EDUCATION

The District, in compliance with state law, shall adopt a comprehensive program of health education, known as the Michigan Model for Comprehensive School Health Education which shall prepare students to maintain good health and enable them to adapt to changing health problems of our society.

Aligned with the Michigan Model for Health, students in grades K-12 will receive instruction in Social and Emotional Health, Nutrition and Physical Activity, Safety, Alcohol, Tobacco and Other Drugs, Character Development and Personal Health and Wellness. Students in grades 4th – 6th will receive instruction in HIV Education and students in grades 7th – 12th will receive additional instruction in Sexually Transmitted Infections and Emergency Preparedness.

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

The Superintendent or his/her designee shall prepare administrative guidelines that will ensure:

A. the health education program includes appropriate learning experiences for all covered topics;

B. periodic evaluation of student understanding; and

C. continual analysis of the effectiveness of the programs and the accuracy, completeness, and relevancy of the information and instructional procedures.

In implementing these programs, the Superintendent and his/her designees shall use the resources he/she deems appropriate.
The Board believes that the goals and objectives of the 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 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; or

B. the subject matter concerns the District’s composite courses of study; or

C. participation is required for a particular course; or

D. participation results in academic credit.

Such activities, as well as 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.

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.

Students shall be fully informed of the district-sponsored 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.
The District shall allow nondistrict-sponsored student clubs and activities to occur during noninstructional time and must meet community use guidelines. The Board, however:

A. will not assume any responsibility for the planning, conduct, or evaluation of such activities;

B. will not provide any funds or other resources; and

C. will not allow any member of the District’s staff to assist in planning, conducting, or evaluating such an activity during the hours s/he is functioning as a member of the staff.

No nondistrict-sponsored organization may use the name of the District or any other name that would associate an activity with the District and or any of its schools, departments, divisions, or offices.

The Superintendent or his/her designees shall prepare administrative guidelines to implement a program of curricular-related clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

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Approved: 00/00/00
Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

The Board of Education believes in providing opportunities for students to enhance their education through a variety of appropriate co-curricular and extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the District’s program.

In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with District philosophy and will help students better accomplish the learning goals of the District’s program, the District establishes the following guidelines for the approval of any activity involving community volunteers:

A. Any suggested activity must be presented to the Superintendent and his/her designees, in writing, at least five (5) days prior to the planned starting date.

B. Each request must include:
   i. the purpose of the activity;
   ii. the students for whom the activity is planned;
   iii. the intended learning outcomes;
   iv. an explanation of how the intended learning outcomes contribute to the accomplishment of District goals;
   v. the names and qualifications of those community volunteers who will be participating in any aspect of the activity;
vi. the number of hours and total duration of the activity; and
vii. an itemization of the District resources (staff, facilities, equipment, etc.) that will be needed and their estimated cost.

The Board delegates to the Superintendent and his/her designees the responsibility for approving each requested activity based on its educational merits and relationship to the total District program.

In addition to those established for all regular co-curricular and extra-curricular programs, the Superintendent and his/her designees will prepare any special administrative guidelines required for the proper conduct and evaluation of activities involving community volunteers.

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Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
The District 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 District shall provide programs in the day and evening for the purpose of meeting the vocational, cultural, and enrichment/leisure interests of the community as well as child care and developmental preschool needs of the community.

Community education shall work with the business community in providing programs for the purpose of meeting the business and vocational/technical training and retraining needs of the local work force, including but not limited to business and vocational education programs and partnerships.

With regard to adult education, the District may also provide a basic high school continuation program for anyone over the age of sixteen (16) who is not attending high school in the schools of this District as an opportunity to complete the requirements for a high school diploma as well as attain job training and employability skills. Through adult education, the District shall provide enrichment, remedial, and/or advanced credit classes for anyone attending any of the District's high schools. The Board may also provide a general education development program (GED) for students eighteen (16) years of age and older in our District.

The Board may also maintain an English as a second Language program of instruction for the benefit of foreign-born residents of the District and an adult basic education program for anyone over the age sixteen (16) who is not attending high school in the schools of this District as an opportunity for remediation and/or advancement into a high school completion or job training program.

The Superintendent and his/her designee(s) shall develop and implement administrative guidelines whereby schools are available to residents of the District.
for the above-stated purposes and such programs have access to the District's facilities and its instructional equipment, materials, and supplies.

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Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
policy

BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

EXCEPTIONAL STUDENT EDUCATION

The District believes in the equal worth and dignity of all students and is committed to educate all students to their maximum potential. The District and the State of Michigan have historically used the term “Special Education” to describe students with disabilities, however as the District works to dramatically improve the academic experience of students and implement best practices, the District will transition to use the term “Exceptional Student Education” in all of its program descriptions.

The District shall enter into an agreement with Wayne RESA to provide a comprehensive, free, and appropriate educational program to meet the individual needs of eligible exceptional students with disabilities ages zero (0) through twenty-six (26) that complies with Federal and State laws and guidelines.

The Superintendent and his/her designee shall prepare necessary administrative guidelines to ensure effective implementation of the exceptional education programs.

M.C.L. 380.1751

Approved: 00/00/00
Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00

Revised 5/23/18
LEAST RESTRICTIVE ENVIRONMENT

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

The District endorses a commitment to the provision of a continuum of exceptional education programs and services to students with disabilities within the District.

Further, the Board endorses a commitment to the provision of a continuum of exceptional education programs and services to disabled students in cooperation with the Wayne RESA Intermediate School District. Placement options shall follow a continuum of services model to ensure that each student with a disability 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 students with a disability in the context of a regular education classroom with their same aged non-disabled peers.

Other more restrictive environments shall be considered only when placement in a regular class has been documented by the Individualized Education Plan (IEP) Team to be inappropriate for the student’s educational needs.

The administration and delivery of exceptional education programs and services should be within the District and at the school at which a student would regularly attend, unless determined otherwise by a student’s IEP Team.

IDEA, 20 U.S.C. 1400 et seq.

Approved: 00/00/00
Revised & Adopted: 00/00/00

Revised 5/23/18
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.

The Superintendent and his/her designees shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment. In addition, the Superintendent and his/her designees shall periodically, provide for a systematic review, by the Board, of the District’s educational resources in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school-improvement process.

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, where the product becomes the property of the student.

Materials and equipment shall be procured in accordance with applicable State law and regulations.

M.C.L. 380.1274, 380.1277

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Revised & Adopted: 00/00/00
Reviewed: 00/00/00
Revised & Adopted: 00/00/00
STUDENT ASSESSMENT

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

Each student’s proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually or more frequently, as required by law, thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs and/or diagnostic reading assessment systems, student portfolios, and physical examinations.

The Superintendent and his/her designee shall develop and the Board shall approve annually a program of assessment that may include:

A. Required State testing for designated subjects, grades, and students to be administered each year in accordance with the schedule and guidelines established by statute by the Michigan Department of Education. These include, the Michigan Student Test of Educational Progress (M-STEP), the Michigan Merit Examination (MME) (or other readiness assessment program approved by the State Superintendent), the PSAT, and MI-Access Alternate Assessments administered each year in accordance with the schedule established by statute and the State Department of Education;

The purpose of the M-STEP includes summative assessments designed to measure student growth effectively for today’s students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. It also includes the Michigan Merit Examination in 11th grade, which consists of the SAT with essay, ACT WorkKeys, and M-STEP summative in science, and social studies.

B. a valid and reliable screening, formative, and diagnostic reading assessment system in Grades K-3 from the assessment systems

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approved by the Michigan Department of Education;

C. criterion-referenced assessments and examinations, which may be locally developed; such assessments will be aligned to applicable standards for the content being assessed; such assessments may include the use of a variety of strategies such as formal assessment, individual and group student performances, projects, presentations, and portfolios; written and oral demonstrations which incorporate a variety of question types (e.g., multiple choice, essay, constructed response, open-ended, selected response); evaluation data/results (grades, marks) shall reflect individual student performance;

D. selection of assessment instrument(s), data, and other District criteria that will be used to assess educational achievement of each student in such subjects and grades as may be required by State or Federal law, policy, or rule; and

E. Selection of assessment instrument(s), data, and other District criteria that will be used to assess students in the areas of: Individualized Education Program (IEP) or Section 504 goals; progress toward and/or attainment of college and career readiness; such tools may include aptitude tests, achievement tests, vocational inventories, and/or tests of specific mental or physical abilities.

Students who do not meet the District’s and/or State’s established assessment criteria for proficiency as determined by A-E above may be offered additional learning opportunities.

The District requires that:

A. any assessment 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 of the student or his/her family;

2. mental and psychological problems potentially embarrassing

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to the student or his/her family;

3. sexual behavior, attitude, and/or orientation of the student or his/her family members;

4. illegal, anti-social, self-incriminating, and demeaning behavior of the student or his/her family members;

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 clergymen; and

7. income or financial status of the student or his/her family 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:

1. tests be administered by persons who are qualified under State law and regulation;

2. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

3. students enrolled in grades (or grade-equivalents), subjects, or groups which qualify for required District, State, regional, or Federal testing shall participate in such testing unless excluded or excused under the guidelines established for those tests;

4. students who have not attained satisfactory scores on required State assessments, Federal assessments, or District-required college or career readiness assessments will be provided opportunities for special assistance with the goal of bringing students up to at least the proficient level;

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5. the processes and results of student assessment and testing shall be included in the school improvement process and District improvement process; and

6. The processes and results of student assessment and testing shall be included in the educator evaluation process.

All eleventh grade students shall participate in the Michigan Merit Examination, unless excluded under the guidelines established by the State Department of Education.

A student who wants to repeat a State approved readiness assessment (other than the Michigan Merit Examination and any component) may repeat the assessment in the next school year or after graduation on a date when the District is administering the assessment. Only this type of repeat assessment testing will be without charge to the student.

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once if the student has valid scores in some or all MME components. If a student does not take the complete Michigan Merit Examination in grade 11, the District shall administer the complete Michigan Merit Examination to the student in grade 12. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

A. the student has taken the complete Michigan Merit Examination;

B. the student did not qualify for a Michigan promise grant based on the student’s performance on the complete Michigan Merit Examination;

C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk;

D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied; and

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E. after taking the complete Michigan Merit Examination, the student has not already received a free retake of the college entrance examination component paid for either by the State of Michigan, or through a scholarship or fee waiver by the provider.

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STATE AID INCENTIVES

The Board of Education, in its efforts to provide a quality education for the students of this District, shall review annually the State School Aid Act to determine any programs or incentives that offer additional revenues.

The Superintendent and his/her designees shall examine the requirements for each of the programs or incentives to determine which are feasible for this District and provide the Board with the necessary resolutions for those selected.

At Risk Funding

The State School Aid Act provides Section 31a funding for instructional and student support services who meet the at-risk identification characteristics specified.

At-risk characteristics include low achievement on State- or local-administered assessments in mathematics, English language arts, social studies or science; failure to meet proficiency standards in reading by the end of 3rd grade or career and college readiness for high school students at the end of 12th grade; a victim of child abuse or neglect; is a pregnant teenager or teenage parent; has a family history of school failure, incarceration or substance abuse; is a student in a priority or priority successor school; and in the absence of State or local assessment data, meets at least two or more identified risk factors.

Section 31a funds are limited to instructional services, and direct non-instructional services to students. They may not be used for administration or other related costs. The District shall implement multi-tiered systems of support, as required, in order to access such funding.

Annually, the Superintendent shall allocate such funding to appropriate programs and services based on District priorities. Section 31a funds may be used to provide an anti-bullying or crisis intervention program.

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44 Reviewed: 00/00/00
45 Revised & Adopted: 00/00/00

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NEPOTISM

An applicant for any position in the District, or any employee seeking a promotion or transfer, shall be considered solely on the basis of respective qualifications for such position regardless of whether the applicant or employee is or is not related by blood, marriage, law, or other relations/connection established by living in the same house of any member of the Board or to any employee of the District, except as otherwise provided herein.

Definitions

A. Related/Relative:
These relationships include parents, children, siblings, uncle, aunt, cousin, nephew, niece, spouse, domestic partner, grandparents, all family members by marriage, including in-laws and “step” family members, half-brother, half-sister, or person who resides in the same household of any employee or member of the Board.

B. Directly Supervise:
This term relates to situations in which one (1) person in the school system is directly responsible to another.

C. Recommendation for Appointment, Employment, Promotion, Transfer, Change of Assignment, Advancement, Dismissal, or Evaluation:
This term shall apply to those situations in which an individual has responsibility for making advisory recommendations, including recommendations for parent associations and school committees, etc. Such terms shall not apply to employee nominations or dismissal recommendations of the Superintendent to the Board.

D. Evaluation:
This shall apply to those situations on which an individual is assigned responsibility for making the annual evaluation for an employee or is requested to participate in the formulation of such evaluation.

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No member of the Board, the Superintendent, an employee or contractor shall participate in or exert any influence on any personnel action including recommendations for appointment, employment, promotion, transfer, change of assignment, advancement, dismissal, or evaluation of an applicant or employee to whom he/she is related.

No member of the Board, the Superintendent, an employee or contractor shall directly supervise or be directly supervised by an employee to whom he/she is related. The supervisor of any District entity or department shall disclose to the Superintendent and his/her designee or Board President any relative for whom the supervisor is responsible as to personnel actions, employment decisions, payroll authorization, or job performance evaluations.

All employees shall disclose to the Superintendent and his/her designees, the names of all relatives working at the same work location. Work location is defined to include payroll cost center or any administrative unit under the supervision of an employee of the District. Failure to immediately advise shall be grounds for disciplinary action, up to and including dismissal.

Employees shall not be assigned to a department where a relative is a program, office or department leader.

No employee shall be recommended for any personnel action including appointment, employment, dismissal, evaluation, promotion or transfer to a position that would result in a violation of this policy.

Board members may not directly or indirectly recommend independent contracts between the District and any relative.

This policy shall not, except as provided herein, be interpreted to prohibit the employment of relatives of Board members or relatives of any employee of the District, where qualifications for the given position are demonstrated.

The prohibitions herein regarding employment shall not apply to persons occupying positions in the District that, on the effective date of this policy, are in violation of such prohibitions. However, the provisions of the policy shall be applicable to any subsequent promotions, transfers, or other personnel actions which would violate the provisions of this policy. Lastly,
corrective measures shall be taken if an employee is now the supervisor of a relative.
GUIDANCE AND COUNSELING

The District requires that a planned program of guidance and counseling be an integral part of the educational program of the District. Such a program should:

A. assist students in achieving their optimum growth;

B. enable students to draw the greatest benefit from the offerings of the instructional program of the schools;

C. assist students in career awareness and planning and in the selection of appropriate postsecondary educational opportunities;

D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school; and

D. help students learn to make their own decisions and solve problems independently.

The Superintendent and his/her designees are directed to implement the counseling and guidance program which carries out these purposes and:

A. involves appropriate staff members at every level;

B. honors the individuality of each student;

C. is integrated with the total educational program;

D. is coordinated with available resources of the community;

E. cooperates with parents and recognizes their concern and ideas for the development of their children;

F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;

G. provides that an appropriate amount of time and effort shall be given to providing guidance and counseling services to those

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students entering grade eight (8) to nineteen (19) years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;

H. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

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COPYRIGHTED WORKS

The District directs its staff to abide by all copyright laws. The District recognizes that Federal law applies to public school districts and that staff must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent and his/her designee to provide information regarding the copying and distribution of copyrighted materials for instructional purposes.

Because the Board hosts a web site and stores information on it at the direction of users, it is classified as an on-line service provider for copyright purposes. In order to limit the Board's liability relating to material/information residing, at the direction of a user, on its system or network, the Board directs the Superintendent to annually appoint a designee as the agent to receive notification of claimed infringement. A link to the agent's name, mailing address, telephone number, fax number, and e-mail address shall appear on the home page of the Board's web site. Such contact information, along with the appropriate filing fee, shall also be provided to the Copyright Office of the Library of Congress.

The agent shall be responsible for investigating and responding to any complaints.

17 U.S.C. 101 et seq.

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