

Realizing that individuals live in a complex society, the board is hopeful that each student, in addition to the more academic preparations provided by the public schools, will have the opportunity for basic training in desirable moral and ethical values in preparation for assuming a useful role in society.

It is understood that all students will not learn all things equally well, but all should have an equal opportunity in the pursuit of and acquisition of knowledge. The board shall attempt to balance its program to provide for the varied needs and interests of the student in its schools. The board accepts the premise that the student is the center of the school curriculum and that the instruction program should be tailored to fit a child-centered program of education.

The board views the educational process as a comprehensive program which must be undertaken in cooperation with other institutions of our society and will seek to establish and maintain strong ties with parents and community programs.

#### Goals and Objectives

In prescribing courses of study for students during each year of the district's educational program, the board subscribes to the following ten major outcome areas which define the curriculum:

1. Basics for Survival - Skills, knowledge, and attitudes which are the essential building blocks for all other learning;
2. Planning and Problem-Solving - Skills, knowledge, and attitudes which help the learner think more productively;
3. Interpersonal Relationships - Skills, knowledge, and attitudes which help the learner get along with people;
4. Physical Health - Skills, knowledge, and attitudes that help the learner keep fit;

5. Mental Health - Skills, knowledge, and attitudes that help the learner feel fit;
6. World Interdependency - Skills, knowledge, and attitudes that help the learner understand and appreciate other people, how they live, and how their life styles affect the learner;
7. Employability Awareness - Skills, knowledge, and attitudes that prepare the learner for employment;
8. Technology - Skills, knowledge, and attitudes which help the learner be comfortable with and in control of machines and new scientific discoveries;
9. Life Enrichment - Skills, knowledge, and attitudes which help the learner use free time well; and
10. Attitudes and Values - Beliefs that guide the learner's actions.

These knowledge's, skills, and attitudes shall be the ends toward which all specific learning objectives and curriculum guides are developed. The superintendent and the administrative staff shall be responsible for developing, implementing, and monitoring learning objectives and curriculum guides.

The instructional staff shall be responsible to assist in developing learning objectives and curriculum guides and to incorporate them into their daily teaching.

#### Academic Freedom

Academic freedom shall be guaranteed to students, and no arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas concerning man, human society, the physical and biological world and other branches of learning when pursued in accordance with board policy, rules and regulations or in the absence thereof, administrative approval.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1261; 380.1282; 380.1300

The administration, with the cooperation of the certified staff shall develop a comprehensive curriculum K-12 which is based on valid educational research and which encompasses a philosophy of education compatible with the needs of the student, the resources of the district, and the State of Michigan.

The district's curriculum may be developed as a result of shared programs with other districts.

#### Long-Range Curriculum Planning

The curriculum council shall set in motion plans toward the development of a long-range curriculum study aimed at the following:

1. Determining long-range educational goals for the district - identifying those desired student outcomes, those things we want students to learn.
2. Measurement of the gaps between these desired outcomes and what the district is presently producing.
3. Prioritizing the needs and planning for programs based upon the resources available.
4. Preparing objectives - performance, behavioral.
5. Examination of the curriculum, texts used, methods of teaching.
6. Constant evaluation of curriculum, of goals, of needs and of objectives.

The administration shall evaluate the curriculum of the district in view of the board's goals and objectives on a periodic basis. The findings, conclusions and recommendations of the staff shall be transmitted to the board.

#### Resources

The administration is encouraged to utilize any available resource in the development of a comprehensive curriculum.

### Personnel

The board encourages the use of district personnel as well as resource personnel from outside the district in the development of comprehensive curriculum and related materials.

### Materials

The board recommends that the administration utilize and develop materials which will aid in the development of curriculum to be approved by the board for use in the district.

### Financial

The board encourages the superintendent to continuously investigate the availability of other-than-district funds to defray expenses incurred in the development of a district-wide curriculum.

### Planning

The board advocates a policy of continuous curriculum study. The curriculum director is encouraged to utilize resource personnel in a manner consistent with board policies. The curriculum director is to use district citizens, students and staff to form a curriculum council.

The curriculum director shall have the responsibility to organize the certified staff in appropriate committees to plan, study, modify, change or develop a district - wide curriculum.

### Research

The administration shall develop a research and evaluation program which will provide the board with data to be used in the development of curriculum areas. The use of research findings of other agencies, departments, colleges and universities is encouraged by the board.

#### Pilot Projects

The use of pilot projects is encouraged by the board before district-wide implementation of any curriculum area is initiated.

All instructional material, including teacher manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project, shall be available for inspection by the parents or guardians of the student engaged in such program or project. For the purpose of this policy, research or experimentation program or project means any program or project in any applicable program designed to explore or develop new unproved teaching methods or techniques.

Notwithstanding anything to the contrary, the administration can take whatever measures are required to ensure the integrity and validity of tests given under the pilot program.

#### Pilot Project Evaluation

Before any pilot project proposal is submitted to the board for approval, an evaluation format shall be developed and included with the pilot project.

#### Curriculum Adoption

No course of study shall be eliminated or new course added without approval of the board, nor shall any basic alteration or reduction of a course of study be made without such approval.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

**7055 Gender Equity**

**7055**

The board, superintendent and staff shall do those things necessary to reduce and eliminate the gender gap in academic performance between female and male students.

In all curricular and co-curricular activities there shall be gender-free teaching practices and learning opportunities.

All curricular and instructional materials shall include fair gender representation. In-depth analysis of gender issues shall be included in the curriculum where appropriate.

The district's counseling program shall provide gender-fair counseling relative to career choices and the balancing of family and employment needs both inside and outside the home.

Approved: May 16, 1994

Revised: October 16, 2000

**7060 Curriculum Guides and Course Outlines**

**7060**

The board approves the curriculum which is designed to accomplish the mission and goals of the district. Every course shall have a written curriculum guide or course outline based upon the mission and goals.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

**7110 Basic Program**

**7110**

The board shall establish and periodically reconsider the core curriculum or basic program for the district. Handbooks outlining any course offered in the district should be approved by the superintendent, subject to board review, in advance of the school year in which the courses are to become operative.

Co-Curricular Activities

Co-curricular activities should be used as a means of developing a wholesome attitude and good human relations, as well as knowledge and skills. The board supports such co-curricular activities and may attempt to make them available on a voluntary basis to all students. The purpose of such activities shall be compatible with the board's curriculum goals, district and school mission.

Each school, under the direction of the principal and subject to approval by the superintendent, may place a co-curricular activities program, suited to the needs of the students, in that particular building. Parents, students and faculty should be utilized in determining the type and range of activities to be offered.

Participation in co-curricular activities is considered a privilege, carrying with it the responsibility of good behavior in school. Failure on the part of any student to meet this responsibility renders him/her liable to suspension from representing the school, participating in the activity, and/or holding class organizational office.

The building administrators, subject to approval by the superintendent, shall be responsible for the organization of all student activities and shall provide adequate supervision, administer student finances, and approve all student activities with the

assistance of delegated members of the faculty.

In planning the program of activities, the superintendent and staff shall take into consideration the breadth of activities offered through other community organizations.

#### Approval

All new co-curricular activities and organizations shall be approved by the building principal and/or superintendent. Activities which may require the expenditure of general school funds shall require board approval.

#### Evaluation

Each activity shall be evaluated at least annually to determine if the purposes are being fulfilled and if it is meeting the needs of the students of that particular building.

#### Student Funds

Funds remaining in accounts of student organizations whereby the organization has been inactive for one year, or in accounts of classes which have been graduated for one year, shall be transferred by the board to accounts of other co-curricular organizations or to the district's general fund upon recommendation of the superintendent.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282 (Curriculum Determination); 380.1151 (Basic Language); 380.1152; 380.1153; 380.1155; 380.1157 (Bilingual Education); 380.1166; (Civics and Government); 380.1169-1170 (Communicable Diseases); 380.1170 and 380.1502 (Health Education and Physical Education); 380.1506 (Sex Education); 380.1170; 257.811 (Drivers Education; AG Opinion #5659). State Board of Education Administrative Rules, R 325.152;325.898 and 325.1491 (Communicable Diseases), and R 388.301-339 (Drivers Education); AG Opinion #5291, #5659; MCL 380.1289; 380.1316; 722.901-909; 380.1278 (Core Curriculum)

The board may approve the use of district facilities for summer school programs for district students. These programs may be designed to provide remedial work, additional course work, enrichment of special programs for the district's students.

Fees may be charged, except where prohibited by law, to cover the costs of instruction.

Non-resident students may be accepted for summer school programs provided sufficient space is available. Such students may be required to pay an extra fee as set by the board.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282; AG Opinion #5641, #5656

**7120 Curriculum Alignment**

**7120**

The board recognizes the need to have its approved curriculum aligned with instructional materials, media, textbooks and technology in order to positively affect student learning and to verify locally identified assessment standards and objectives.

All courses approved by the board shall include descriptions, objectives, learning activities and criterion test items. The teaching and testing of students shall align with approved course objectives. Student instructional strategies shall take into consideration each student's potential, learning style and special needs.

The board advocates the use of technology and technological applications in order to meet the objectives of curriculum alignment.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1277

## **7140 Dropout Prevention Program**

**7140**

### Philosophy

The board endorses special programming efforts geared to enticing students who are in danger of becoming dropouts back to learning.

The board desires to provide students and their parents with an understanding and appreciation of the need for academic learning and relate academic learning to work experience. This can be accomplished both outside the school in cooperation with business and industry and within the school in simulated experiences. Students must know how to read and communicate if they are to be able to succeed in the business world.

### Goals and Objectives

The board shall combine academic study with the stimulation and challenges necessary to engage the minds of all students and with the variation of pace, topic, and activity important to sustaining their interest.

The major goals of the district's dropout prevention program shall be to: identify individual needs at the earliest stage and provide instruction designed to improve and expand basic reading, writing, and speaking skills so that every student is capable of keeping up with his classmates throughout his school career; develop an incentive and reward system which reinforces pride in academic achievement and replaces the expectation of failure in the dropout scenario; offer a teaching and counseling curriculum designed to provide students graduating from high school with valuable skills, career direction, and the possibility of future employment; encourage high risk students

to participate in school activities in order to combat the school isolation common to dropouts; and communicate with parents and students regarding the value of education in their lives.

The superintendent shall incorporate the philosophy and goals of this policy into the school setting.

Approved: December 16, 1991

Revised: October 16, 2000

**7150 Alternative School Programs**

**7150**

The board may periodically approve the establishment of alternatives to the regular school program. Such alternatives may include, but will not necessarily be limited to, program improvements developed by the staff of individual schools or specially designed schools approved by the board.

All proposals for alternative school programs shall be presented by the superintendent to the board for its consideration and action.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282; 380.1596; 380.1301; AG Opinion #6271

Wishing to foster parent involvement in the district's Compensatory Education Programs, the Bellevue Community Schools designates the Title I director and or the building principal to involve parents of compensatory education students in the following manner:

- Each student's parents will be notified in a timely manner that the student has been selected to participate in Title I and why the student has been selected. The district will solicit parent's suggestions and involve parents in planning, development, and operation of the program.
- The parents will be encouraged to make suggestions which will help them promote their student's academic progress and program objectives at home when needed. The Bellevue Community Schools shall convene annually a public meeting to which all parents of eligible children are invited to discuss the Title I Project programs and activities.

Approved: December 16, 1991

Revised: October 16, 2000

**7160 Special Program**

**7160**

Exceptional students shall be educated in regular classrooms, insofar as practicable, and shall be assigned to special education classes or facilities only when the nature of the student's exceptionality makes inclusion of the student in the regular classroom impractical or when the student is unable to profit from the regular classroom.

When appropriate programs, services, or facilities are not possible within the district's schools, the board shall make every effort to provide these students with access to schools where such instruction and accommodations are available.

Administrative responsibility for special education programs in the district shall be the responsibility of the superintendent who shall work closely with the intermediate district in providing special education services. All diagnostic, evaluation, and placement procedures established shall be in accordance with state and federal guidelines.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: Rehabilitation Act of 1973, Section 5004; Education for All Handicapped Children Act of 1975; MCL, 380.4(2); 380.6(7); 380.1311; 380.1702; 380.1703; 380.1711; 380.1739(1); 380.1751; 380.1766; State Board of Education Regulations; R 340.1701-1809

**7165 Driver Training**

**7165**

The board may offer a driver training program in accordance with state guidelines for the district's students.

Students wanting to enroll in driver education shall meet the same eligibility requirements as have been approved by the board for student athletes.

Approved: February 17, 1992

Revised: October 16, 2000

LEGAL REF: MCL, 380.1302

**7190 At-Risk Students**

**7190**

The superintendent shall investigate and recommend programs which will address the needs of at-risk students. At-risk students include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, drop out of school, are abused children, or are pregnant minors.

Program planning should examine, but is not limited to, the following: classroom learning experiences; primary prevention programs; staff development requirements; district liability; community resources; crisis response/intervention teams; peer counseling; parent education; student study teams; K-12 guidance and counseling curriculum; attendance policy and procedures; student discipline; and alternative programs.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1149; 388.1631a

**7210 Interscholastic Athletics**

**7210**

The board is committed to providing equal opportunity to compete in interscholastic athletics for both boys and girls and directs its superintendent and those responsible for athletic programs to recommend programs which will meet this goal.

All interscholastic activities recognized and approved by the board shall follow the guidelines established by the Michigan High School Athletic Association.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL 380.1289 AG Opinions #4795 and 6352; and rules and regulations as published by the Michigan High School Interscholastic Athletic Association

**7250 Adult Education Program**

**7250**

The board may offer a program in conjunction with other educational entities which meets the intellectual and social, vocational and recreational interests of adults to the extent that there is interest in the community.

Junior and senior level students may take adult education offerings but such participation shall be limited to no more than one credit per year. Full time students and students who have discontinued their high school program are not eligible for graduation from adult education programs until one year after that student's regular class has graduated from high school.

The adult program is intended to be self-supporting through tuition fees and/or state and federal reimbursement. No fees shall be charged to the district residents for approved high school completion programs when students enrolled in such programs are counted in the official membership count for state aid purposes.

Requirements for graduation from the adult education program are:

\*Successful completion of 18 credits consisting of:

- 3 Credits of English
- .5 Credit of Geography
- .5 Credit of U.S. Government
- 1 Credit of U.S. History
- 2 Credits of Science
- 2 Credits Math
- 9 Credits of electives.

Approved: December 16, 1991

Revised: August 16, 1993

Revised: October 16, 2000

LEGAL REF: MCL, 380.1293; 388.1421; R340.6-R340.7; AG Opinion #5656, # 6147

**7270 Instruction Arrangements**

**7270**

Each building principal shall organize the building for instructional purposes in a manner compatible with these policies/rules generally and in cooperation with the superintendent or curriculum specialist.

Class Size

Student-teacher ratios in the district will be determined by class enrollment, teacher availability, budget limitations, facility utilization and the negotiated master agreement.

Scheduling for Instruction

Class schedules shall be developed each year in accordance with the needs of the students and these policies generally.

Student Schedules

Students shall be enrolled in classes which conform to the master class schedule

Independent Study

The board advocates a program of independent study.

Approved: December 16, 1991

Revised: October 16, 2000

**7280 Grouping for Instruction**

**7280**

The board recognizes that in limited circumstances it is sometimes advantageous to group students, and authorizes such under guidelines developed by the administrative and instructional staff.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

## **7350 Selection of Learning Resources**

**7350**

The district shall provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view to meet the needs of students and teachers.

### Objectives of Selection

For the purposes of this statement of policy, the term “learning resources” will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes.

The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

To this end, the board affirms that it is the responsibility of its professional staff :

- To present material that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served;
- To present materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards;
- To present various sides of controversial issues so that young citizens may have an opportunity to develop under guidance and practice of critical analysis and to make informed judgments in their daily lives;
- To present information representative of the many religions, ethnic, and cultural groups and their contributions to our national heritage and the work community;

- To support the principles of intellectual freedom and to insure that the basic rights of each student are met as reflected in the ALA Library Bill of Rights and the National Council of Teachers of English Students' Right to Read Statement;
- To place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to assure a comprehensive collection appropriate to school community.

Approved: December 16, 1991

Revised: October 16, 2000

**7380 Instructional Program Prohibitions**

**7380**

A student shall not be required to take part in any instructional survey, analysis, or evaluation that discloses information that is protected under federal law, unless the district receives prior consent from a student over 18 years of age, or prior written consent from a parent or guardian of a student under 18 years of age.

The district shall give students notice of their rights under this policy.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF 20 USC / 1232h

**7400 Instructional Materials and Media Centers**

**7400**

The principal functions of the media centers are to process and circulate materials and equipment through an orderly procedure and to provide reference and other services to students and faculty.

Efforts are made so that the collection reflects the broad interests represented in the curriculum, complemented by enrichment materials in a variety of forms. To meet recommended standards, the administration and board support the development of a collection adequate to meet curricular needs of the students. Such collection shall be large enough so that materials can be placed in classrooms for extended periods of time, should be designed to provide for personal growth and should be adequate for those engaged in independent study.

Objectives

The objectives for the person in charge of the district's media center(s) are as follows:

To participate effectively in the school program which will endeavor to meet the needs of students, teachers and patrons of the district;

To stimulate and guide students in their reading, viewing and listening so that they will become skilful and discriminating users of various types of media;

To provide an opportunity through media center experiences so that students will be able to develop helpful interests, to make satisfactory personal adjustment and to acquire desirable social attitudes;

To work with teachers in the selection and use of media which will contribute to

the teaching program;

To make available consultant services which will provide for the improvement of learning, instruction, and the use of media resources and equipment;

To provide adequate equipment so that students and teachers will be able to make efficient use of media; and

To cooperate with teachers and administrators in programs which will promote the professional growth of the school staff.

### Criteria for the Development of Media Center Materials

#### Collection Development

The media collection should be developed systematically so that it is well balanced in coverage of subjects, types of materials and variety of content.

#### Selection Criteria

Materials will be chosen to support and supplement the curriculum, to promote wise use of leisure time, to develop literary discrimination and appreciation and to encourage students to become productive citizens.

Materials will be chosen on various reading levels presenting different points of view concerning the problems and issues of the times.

Books and other instructional materials will be evaluated before purchase, either through direct examination or by consulting reputable, unbiased, professionally prepared selection tools approved by the building principal.

Accuracy, artistic quality, format and authoritativeness will all be considered before making purchases of materials.

#### Staff Libraries

A professional library may be maintained in the office of the curriculum coordinator or staff work area.

The superintendent, in conjunction with building principals, will ascertain the titles of professional magazines, books, pamphlets and other such literature to be placed in the professional library of a building. A budget for professional libraries shall be included in the instructional resource budget each year.

Purchase and Selection Procedures

The board shall establish procedures for the purchase and selection of media center materials.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1264; 380.1422; 380.1431; 380.1300

**7410 Challenged Educational Materials**

**7410**

Any resident or employee of the school district may formally challenge learning resources used in the district's educational program on the basis of appropriateness. The superintendent shall establish a procedure that will consider the opinion of those persons in the school and the community who are not directly involved in the selection process.

Approved: December 16, 1991

Revised: October 16, 2000

**7420 Inspection by Parents or Guardians of Instructional Material**

**7420**

A parent or guardian shall be permitted to inspect all instructional materials used by the district in evaluating, surveying, or analyzing students in furtherance of an instructional program. Instructional materials shall include teacher's manuals, films, tapes, or other supplementary materials.

The district shall give parents and guardians notice of their rights under this policy.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: 20 USC / 1232h

**7430 School Libraries**

**7430**

The board shall maintain a library in each of the school buildings in the district.

The board shall provide, within financial resources available, supplies and purchase additional books, encyclopedias, dictionaries, and periodicals as needed in keeping with standards of the North Central Association of Schools and Colleges.

The library, in addition to containing written materials, shall contain audiovisual materials and equipment. The audiovisual professional may be recommended by the superintendent and appointed by the board to organize, operate, and promote use of audiovisual equipment.

The superintendent is delegated the responsibility of determining the rules and regulations for the use of library materials in the school libraries within the district. In developing these rules and regulations, the board recommends that the superintendent secure input from library personnel and other staff members who may be involved in the use and/or administration of the libraries.

The board delegates the responsibility for selecting library/media center materials for inclusion in a library's collection to the superintendent, who may further delegate this responsibility to the district's professionally trained personnel. Students and parents may be consulted for recommendations of instructional resource materials consistent with the policy of the board and the requirements of the curriculum. Final decision on purchasing rests with the superintendent.

Unless ordered by a court after giving the library notice of a request and an opportunity to be heard thereon, no school official, including the librarian or employee of

the library, shall release or disclose a library record or portion of a library record to any person without written consent of the person identified in that record.

For the purpose of this policy, a library record shall be defined as a document, record, or other method of storing information retained by the library, that identifies a person as having requested or obtained specific materials from the library. Non-identifying material that may be retained or used for the purpose of studying or evaluating the circulation of library materials shall not be considered a library record.

It shall further be understood that library records as defined above are not subject to disclosure under the Michigan Freedom of Information Act.

The superintendent is authorized, in cooperation with library personnel, to develop procedures and forms for requesting library records and consenting to their release.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1264; 380.1422; 380.1431; 15.231-246; 397.601-605

**7440 Resource Speakers**

**7440**

No overall standard can be established which will automatically separate and exclude a person whose views or manner of presentation may actually obstruct the educational process or jeopardize the health and safety of students or staff. However, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, the board will establish guidelines that govern the selection of resource speakers to be used in any attendance center in the district.

Approved: December 16, 1991

Revised: October 16, 2000

**7450 Field Trips and Excursions**

**7450**

Field trips and excursions are encouraged when a reasonable educational objective can be established. All field trips and excursions shall be approved by the building principal. All overnight trips shall be approved by the superintendent and building principal.

General Guidelines for Overnight Trips

- a. Scheduled during non-instructional times as possible.
- b. Self-supporting.
- c. Major portion of those eligible need to participate.
- d. Adequate adult supervision shall be provided.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1321-1332; R 340.241-243

**7463 Use of Commercially Produced Video Recordings**

**7463**

Videotapes will be selected and assigned to give support directly to instructional learning objectives contained within the board approved curriculum.

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

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

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: The Copyright Act of 1976 U.S.C. 101 *et seq.* and 1980 amendments

**7475 Computer Assisted Instruction**

**7475**

The board supports computer assisted instruction for the district's students in order that the student may efficiently and completely accomplish his educational goals and become computer literate.

The board shall demonstrate this support by establishing computer learning centers in each school as funds are available. Such funds may be obtained through state and federal sources, donations and gifts or through the allocation of district funds.

Approved:     October 16, 2000

The Board supports and provides for the appropriate use and access to technology resources within the district.

These opportunities are provided to help meet the legitimate educational purposes that are consistent with the school district's mission statement.

The administration shall development forms of agreement upon which the appropriate or acceptable use of technology will be determined within the school district.

Approved: August 4, 2003

**7500 Guidance Program**

**7500**

The guidance program shall be organized to meet the needs, interest and abilities of all individual students with their own particular capabilities, their aptitudes and their personalities. It is a district goal to make each student an active participant in the learning process and not simply a passive absorber of knowledge.

The guidance and counseling services of the district shall be available to any student and shall not discriminate against any student on the basis of sex, race, age, color, national origin, or disability.

**Counseling Confidentiality and Notification**

The counseling relationship between the student and school counselor, and any information resulting there from, is to be kept confidential. Records of the counseling relationship are also to be considered professional information for use in counseling, and they should not be considered a part of the school's records. Revelation to others of any counseling material must occur only upon the expressed consent of the client, unless the child is being harmed in any way, or is harming someone else. If the latter should occur, the child will still be informed of the steps which will be taken.

Realizing the importance parents play in the child-counseling relationship, the district counseling staff will notify parents of an ongoing client relationship involving the school except when prohibited by law. This notification will take place when in the professional opinion of the counselor such information shall not be detrimental to the child.

### Educational Guidance

The educational guidance program shall relate to the educational objectives and needs of the students.

### Personal Guidance

The guidance program shall provide for the individual needs of the students.

### Vocational Guidance

The district shall assist students in formulating vocational goals and objectives.

Cooperative vocational education, job placement, apprenticeship training is offered without regard to race, age, color, sex, national origin, or disability.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1233; Family Rights and Privacy Act; Title VI, Civil Rights Act of 1964, Section 100.4 (a & b); Title IX, Education Amendments of 1972, Section 106.4; Section 504, Rehabilitation Act of 1973, Subpart 104.5

**7560 Grading System**

**7560**

A uniform grading scale is required for the following grade organizations: K, 1-2, 3-4, 5-8, and 9-12. Full details of the grading system will be published in the appropriate faculty and student handbooks.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.132; 380.1261; 380.1282; 380.1300, AG Opinion #5879

**7570 Comprehensive Evaluations**

**7570**

Comprehensive evaluations may be given at the option of the teacher in every course in grades 7-12 with approval of the building principal.

Approved: December 16, 1991

Revised: October 16, 2000

**7580 Homework**

**7580**

Teachers may give homework to students to aid in the student's educational development. Homework should be an application of a classroom experience and should not be assigned for disciplinary purposes.

The superintendent shall develop rules and regulations for the assignment of homework for students K-12.

Approved: December 16, 1991

Revised: October 16, 2000

**7585 Class Rankings**

**7585**

Class rankings may be computed for seniors. Details for class procedures will be published in the faculty and student handbooks.

Approved: December 16, 1991

Revised: October 16, 2000

**7590 Honor Rolls**

**7590**

Honor rolls will be maintained for grades 7-12.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1261; 380.1282; Family Rights and Privacy Act

**7600 Promotion and Retention**

**7600**

The district encourages and will assist each student to continually progress in academic achievement, consistent with intellectual, social and emotional development.

Pupils will normally progress from grade to succeeding grade. Exceptions may occur when, in the judgment of the professional staff, such exceptions are in the best interest of the individual student. The guiding philosophy for determining acceleration, promotion or retention is to do that which is in the best interest of the student.

Approved: December 16, 1991

Revised: January 15, 1996

Revised: October 16, 2000

LEGAL REF: MCL, 380.132; 380.248; 380.346

**7610 Make-Up Opportunities**

**7610**

All teachers shall supply make-up work assignments when requested by the student or parents.

The administration shall reserve the right to determine whether or not credit will be granted for make-up work resulting from unexcused absences or absences due to suspension or expulsion. After consultation with the appropriate teachers, the building principal shall make such a determination subject to possible review by the superintendent.

Approved: December 16, 1991

Revised: October 16, 2000

**7615 Acceleration**

**7615**

The board is aware that on occasion it may be beneficial to a student to be accelerated by double promotion or skipping a grade. Such double promotions shall be authorized by the superintendent in consultation with building principals, the school staff, and the student's parents.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.132; 380.248; 380.346

**7630 Graduation Requirements**

**7630**

The board may adopt graduation requirements beyond the minimums set forth by the State Board of Education.

Students graduating from the district shall successfully complete eight semesters of high school. One semester is interpreted as carrying a minimum of five classes. To be eligible for graduation, a student must earn a minimum of 26 credits, with specific requirements in the following areas:

- 4 Credits in English/Language Arts
- 2 Credits in Math (one must include concepts in Algebra)
- 2 Credits in Science (one Physical Science and one Biological Science)
- 3 Credits in Social Studies (must include: U.S. History, Government and Consumer Economics)
- 1 Credit in Physical Education (Grade 9)
- 1 Credit of Fine Arts (Band, Choir, Art, Foreign Language)
- ½ Credit in Health (Grade 10)
- ½ Credit in Computers
- Total of 14 required credits, with the balance to be elective courses.

During any semester a student attends the Calhoun Area Technology Center and/or the Battle Creek Area Math/Science Center and is not able to earn seven credits, the student shall have their graduation requirements reduced by ½ credit for each semester they attend these programs.

Approved: December 16, 1991  
Revised: August 16, 1993, Revised April 15, 1996, Revised May 20, 1996, Revised June 17, 1996

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

**7635 Credit For Home School**

**7635**

The district shall grant credit for home schooling provided that all state laws and all requirements of the Michigan State Department of Education have been followed.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1561

**7640 Transfer of Credit**

**7640**

Schools of the district shall accept as transfer credit coursework successfully completed at a school accredited by the North Central Association of Schools and Colleges, the Michigan Association of Non-Public Schools, the Independent Schools Association of the Central States, or recognized state or regional accrediting agency of comparable standards, or coursework successfully completed at an accredited post-secondary institution.

In core academic disciplines, particularly disciplines like mathematics which are sequential in nature, the school administration may make use of transcripts, grades, previous teacher recommendations, textbook used, course descriptions, standardized tests, and/or a placement or proficiency test to recommend or determine course placement for a transferring student.

No credit will be granted for work done at another institution which the student substantially repeats by taking an equivalent class within the district.

**Transfer From Home Schooling or Other Institutions**

Decisions regarding acceptance of credit or grade level placement of students transferring from a home school or a school not meeting the standards of the major regional accrediting agencies listed above shall be made by school officials based on appropriate testing and/or review home school work and curricula. Additionally, school officials shall consult with the parents or guardians, as well as interview the student, prior to making a decision.

In core academic disciplines, transfer of credit from a home school or institution

which is not accredited or accredited by an agency not meeting the above standards may be contingent on the student demonstrating proficiency in the material through successful completion of a comprehensive final exam and/or other culminating exercise. Successful completion of a higher-level course in a sequential discipline may also be used to establish proficiency.

Transfer of credit in a non-core area may be accorded when the course is in line with the program of study in the district and is consistent with the content and expectations of similar district courses.

The student's subsequent grade placement and the decision to deny credits may be appealed to the superintendent by the student or his/her parent or guardian.

The superintendent shall establish rules and guidelines for the application of this policy in conjunction with building administrators and academic departments.

Approved: December 16, 1991

Revised: October 16, 2000

**7645 Alternate Physical Education**

**7645**

Upon approval by the high school principal, high school students may satisfy the physical education requirement at the rate of ½ credit per year for completing a sport program or cheerleading in that year.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1502

**7650 Testing Program**

**7650**

There will be a basic testing program designed to evaluate the outcomes of the educational program and to provide information needed in working with individuals. The basic testing program shall be supplemented by such individual tests as the need of the educational program and the district would seem to indicate. This program shall be coordinated by the superintendent from kindergarten through grade 12 in order to provide continuity in the total program.

Test Selection and Adoption

Psychological and guidance oriented tests may be selected for use in the district upon recommendation of the guidance counselor and building principal and approved by the board. The guidance staff is encouraged to develop such tests which measure local norms based on characteristics of students in the district. The use of personality-measuring tests will be used with great discretion.

Test Administration

Each building principal in cooperation with the guidance staff shall schedule individual and group testing at times which will not disrupt the educational decorum of the school.

Use and Dissemination of Test Results

Under no circumstances will the results of any individual or group test as defined in these policies be given to unauthorized people. When interpreting individual or group test results, staff members, shall use great care so as not to identify any individual.

Generalized results of mass testing may be given to parents and other authorized

persons in the form of a report if adequate interpretation of said results accompanies the report. No report shall be given to any person without prior approval of the superintendent. Procedure in such matters is defined in these policies, generally.

All test results must be filed in a secure place not available to unauthorized individuals.

#### Student Assessment

Each school improvement plan shall provide for student assessment methods which use a variety of criteria-based strategies, including at least: written examinations, oral examinations, alternative questions, demonstrations, writing exercises, individual projects, group projects, performances, student portfolios, and samples of student's best works.

#### Testing Out

A student who desires to receive credit for a high school course without enrolling in the course may do so by attaining a grade of not less than a C+ for the final exam and/or other comprehensive paper, portfolio, presentation, project, or assessment in the course. Credit will not be granted, however, for a course in a subject area lower in course sequence than one for which the student has already earned credit.

Successfully attained credit under this policy shall be recorded as "Cr (Credit) on his/her transcript and shall not be used in computations of grade point average nor counted toward the total required credit for graduation. Credit may be used to fulfill prerequisites for other courses and/or subject area credit requirements for graduation.

The high school principal shall establish rules for implementing this policy in cooperation with the superintendent, and shall be responsible for ensuring that all high

school courses include one or more appropriate comprehensive exam(s) or other assessment.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1081-1086;380.1204a; 380.1172; 380.1278; 380.1279; 380.1279b; 380.1279c; R 340.1101-1107; AG Opinion #6148

**7660 Evaluation of Instructional Program**

**7660**

The evaluation of the curriculum and related services of the district is an on-going process. The superintendent shall develop guidelines by which the instructional staff will evaluate the instructional program or parts thereof on an annual basis.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.132; 380.1261; 380.1282

**7670 Teaching Methods**

**7670**

The teaching staff is encouraged to keep abreast of current and innovative teaching methods. Experimentation is encouraged in the area of teaching methods. The building principal and superintendent shall be informed by the teaching staff of any intended experimentation in the classroom.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

Training for effective citizenship is accepted as one of the goals of the Bellevue Community Schools.

One of the rights of citizens is that of dissent through such channels as public and private debate, the ballot, the processes of law - all with legal protection against unjust reprisal.

At times issues of a controversial nature arise out of school activities and during the normal course of instruction. In preparing for citizenship students must learn techniques and skills of democratic dissent. When such situations arise teachers are to maintain a high level of professional impartiality and recognize the students right to hear, discuss and study issues that are controversial.

Teachers are reminded that we do not teach controversial issues but rather provide opportunity for their study so that our students may learn:

1. How to meet and face such issues.
2. To consider all pertinent factors when studying such issues.
3. How to develop techniques for considering controversial questions.
4. Techniques which they will use later in life when confronted with such issues.
5. How to resist indoctrination and to identify and evaluate propaganda.
6. That the open discussion of controversial issues is the heart of our democratic process.
7. To distinguish between fact and opinion.
8. To identify prejudice.
9. To respect the opinions of others

10. To respect the rights of minorities.

When dealing with controversial issues, teachers shall provide a learning situation which:

1. Is free of emotionalism and the promotion of a cause.
2. Treats the issue in question within range, knowledge, maturity and competence of the students.
3. Deals with the issue as impartially and objectively as possible.
4. Does not expect or require that the class reach an agreement.
5. Provides teaching materials dealing with all possible aspects of the issues under study. If material is not available and/or the teacher feels inadequate to proceed with the study, it might be better to be uninformed than to be misinformed.

Teachers are to consult with and keep their principal informed about school and classroom activities involving controversial issues.

Approved: December 6, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1282

**7770 Teaching About Religion**

**7770**

Teachers may teach about religion, religious literature and history but are prohibited from teaching, expounding, criticizing or ridiculing a particular religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to teach a particular religious doctrine or in any other way except as outlined above.

Approve: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1217

**7800 School Ceremonies and Observances**

**7800**

Building administrators shall, through special ceremonies or through the instructional program, arrange for proper commemoration of the following special days in the schools:

September 17 (Constitution Day); Columbus Day (Second Monday in October); Carleton's Birthday (October 21); Roosevelt's Birthday (October 27); Veteran's Day (November 11); Martin Luther King's Birthday (3<sup>rd</sup> Monday in January); Lincoln's Birthday (February 12); and Washington's Birthday (3<sup>rd</sup> Monday in February).

Opening Exercises

Classrooms may open the school day with appropriate exercises. Such may include the pledge to the flag, patriotic songs, and reading of excerpts of material which will implement the development of moral values, patriotism, and high standards of conduct. A student who expresses a religious objection to repeating the pledge to the flag shall not be required to participate. However, such students shall not cause a disturbance or interfere with the participation of others.

Recognition of Religious Beliefs and Customs

No religious belief or non-belief shall be promoted in the district by its employees, and none shall be disparaged. The board encourages all students and staff members to appreciate and to be tolerant of each other's religious views. The board shall utilize its authority to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. Students and staff members may be excused from participating in practices which are

contrary to their religious beliefs unless there are clear issues overriding concern that would prevent it.

The board, through its instructional program, shall attempt to advance all student's knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1175; 380.1217; AG Opinion #4405; Lee V. Weisman, 1125.??.  
2049 (1992)

**7810 Assemblies**

**7810**

Each building principal may schedule assemblies as the needs of students and school dictate and shall develop a behavior code for students attending school assemblies. Such behavior codes shall be published in the appropriate student handbook.

Approved: December 16, 1991

Revised: October 16, 2000

**7820 Lesson Plans**

**7820**

Each building principal, in conjunction with the superintendent, is authorized to develop rules and regulations concerning the use and maintenance of lesson plans in each building in the district. Procedural details will be published in the appropriate faculty handbook.

Approved: December 16, 1991

Revised: October 16, 2000

**7880 Flag Displays**

**7880**

Each school building shall display the United States flag each day that the building is open for students. The flag shall be flown outside of the building according to accepted display procedures. All classrooms shall display the United States flag in a prominent place. The display of the Michigan flag is optional.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1347

**7900 School Improvement**

**7900**

The board supports building level school improvement processes and projects for the purpose of attaining higher educational achievement levels for the district's students.

**School Improvement Committees**

The board authorizes the formation of building level school improvement committees at each school within the district (or the board may establish a district-wide school improvement project committee).

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1204a; 380.1233

**7910 Animals and Plants in School**

**7910**

Persons bringing animals into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates, invertebrates, and toxic plants such as poison ivy or sumac, may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for and properly handled. Guidelines published by the American Humane Association, "Care and Management of Animal Visitors at School," may be obtained from the American Humane Association, P.O. Box 1266, Denver, Colorado, 80201, at district expense by the building principal.

This policy and its rules shall be published in the student handbook.

Approved: December 16, 1991

Revised: October 16, 2000

LEGAL REF: MCL, 380.1171

**7950 Schools of Choice**

**7950**

Should the district elect to participate in “Schools of Choice” the superintendent shall cause to be published, for general public consumption, a notice of the grades, schools, special programs and the number of slots available in each, not later than the second Friday in August. District participation in “Schools of Choice”, if any, shall not be in conflict with law or Michigan State Department of Education rules and regulations.

Approved:

Revised: October 16, 2000

LEGAL REF: MCL, 388.1705, 1705c