

Policy #	Policy Name	Date Adopted	Date Revised	Regulation
SECTION 7000 - INSTRUCTIONAL PROGRAM				
7040	Hours of Instruction	07/11/01		
7050	Curriculum Development Technology Curriculum Adoption	07/11/01		
7052	Multicultural Education	07/11/01		
7110	Basic Program Drug Education Communicable Disease Instruction Family Life/Sexuality Education Homebound Instruction (Cf. 8860)	07/11/01		
7111	Quality Character Education	01/16/08		
7112	Co-curricular and Extracurricular Activities (Cf. 8710)	07/11/01		
7113	Personal Curriculum	12/15/10		
7140	Dropout Prevention Program (Cf. 8900) Philosophy Goals and Objectives	07/11/01		
7145	Student Suicide Awareness and Prevention (Cf. 8450)	07/11/01		X
7160	Special Education Services (Cf. 8850)	07/11/01		
7210	Interscholastic Athletics Coaches Physicals Illness and Injuries Membership in Michigan High School Athletic Association	07/11/01	01/15/03	X
7250	Adult Educational Programs/Community Partnerships Philosophy Adult Educational Programs Community Partnerships	07/11/01		
7350	Basic and Instructional Resources Classroom Materials Textbook Selection and Adoption (Cf. 7410)	07/11/01		X
7380	Instructional Program Prohibitions (Cf. 8940)	07/11/01		
7400	Library/Instructional Resource Material Center (Cf. 7350, 7410)	07/11/01		X
7410	Compliants About Curriculum and Instructional Materials	07/11/01		X
7430	Federal Program Administration Title I Programs	07/11/01		
7463	Use of Commerically Produced Video Recordings	07/11/01		X
7490	Field Trips and Excursions	07/11/01		X
7560	Grading Systems	07/11/01	06/18/14	X
7580	Changing Student Letter Grades	07/11/01		

Policy #	Policy Name	Date Adopted	Date Revised	Regulation
SECTION 7000 - INSTRUCTIONAL PROGRAM				
7600	Promotion and Retention (Cf. 7610) Grade Level and Group Assignments Acceleration Elementary School Promotion Middle School Promotion High School Promotion	07/11/01		X
7610	High School Graduation Requirements Credit Requirements Attendance Requirements	07/11/01	03/05/08	X
7640	Transfer of Grades and Credit	07/11/01		
7645	Dual Enrollment Definition	07/11/01		X
7646	Home School Education Enrollment in Flint Community Schools Classes Athletics and Extracurricular Activities Michigan Virtual School (MVS) Curriculum Materials Regional Educational Media Centers (REMC) Transfer of Students State and District-Wide Assessments Special Education Discipline Policies Immunizations Driver Education and Pupil Transportation Work Permits	12/15/10		
7650	Testing, Assessment and Research Purposes and Audiences for Student Assessment District-Wide Testing/Assessment Program School and/or Classroom Level Assessments Psychological and Guidance Oriented Testing/Assessments Testing, Assessment, Surveys and Evaluation by Outside Groups or Agencies	07/11/01		X
7760	Controversial Issues	07/11/01		X
7770	Teaching About Religion	07/11/01		X
7800	School Ceremonies and Observances (Cf. 7770) Fine Arts Performances Assemblies and Ceremonies	07/11/01		
7850	Experiments Upon or Dissection of Animals	07/11/01		X

The number of days¹ and hours of student instruction shall be determined annually by the Board.² The Board recognizes that adjustments in both the number of hours of instruction and the school calendar may be necessary due to individual student needs, factors beyond local control, or other reasons which are in the best interests of the District. It shall be the Superintendent's responsibility to approve variations in an individual student's hours of attendance and to act on matters deemed as emergencies and in the best interest of the District. Other variations in the school day or school year may be approved.

Not later than August 1, the Board shall certify to the Michigan Department of Education the number of days and hours of pupil instruction in the previous year.

Approved: July 11, 2001
Reviewed:

¹ In order for a day to count as a day of pupil instruction the following must occur:

- Pupils and certified teachers must be in attendance;
- Instruction must be scheduled for all pupils;
- Not less than 75% of the total pupil membership scheduled for instruction must be in attendance if the district uses a district-wide calendar or not less than 75% within a building or program must be in attendance if there is a building/program calendar.

² Each district shall provide at least 180 days of pupil instruction and the required number of hours of pupil instruction under section 1284 of the *Revised School Code*. Except as otherwise provided in the State School Aid Act, a district failing to hold 180 days of pupil instruction or failing to comply required number of hours of pupil instruction shall forfeit from its total state aid allocation for each day of failure an amount equal to 1/180 of its total state aid allocation or forfeit an amount determined by applying a ratio of the number of hours the district was in noncompliance in relation to the required minimum number of hours.

The administration, with the cooperation of the certified staff, shall develop a comprehensive curriculum Pre-K through 12. The curriculum shall be based on the Flint Community Schools' Standards and valid educational research that encompass a philosophy of education compatible with the needs of the diverse student population, the resources of the District, and the State of Michigan.³

The administration shall evaluate the Standards and curriculum of the District in view of the District's goals on a periodic basis in conjunction with the District's Standards Board. The findings and recommendations shall be transmitted to the Board of Education.

Technology

The District supports the use of computers and related technology as integral to instruction. Such use should significantly increase the opportunity for the expansion of student reasoning and thinking ability, the improvement of the management and delivery of instruction to all students and other uses in support of the Board-approved curriculum.

Curriculum Adoption

No course of study shall be eliminated, added, or altered without approval of the Board (A course of study is defined by State of Michigan and North Central Accreditation requirements).

Approved: July 11, 2001

Reviewed:

LEGAL REF: MCL 380.1282; 380.1278

³ State law requires districts to establish a core academic curriculum for its students at the elementary, middle, and secondary school levels. The core academic curriculum shall define academic objectives to be achieved by all pupils and shall be based upon the school district's educational mission, long-range pupil goals, and pupil performance objectives (MCL 380.1278). Additionally, districts must determine the aligned instructional program for delivering the core academic curriculum and identify the courses and programs in which the core academic curriculum will be taught (MCL 380.1278).

The District's learning environment shall reflect diverse cultural traditions and contributions so that students may develop a broader knowledge base and have a sense of respect for and appreciation of culturally diverse peoples, their customs and historic legacy.

It is the policy of the Flint Board of Education to assure equality of educational opportunity for all students regardless of race, sex, age, religion, language, socio-economic or ethnic background, physical or mental condition, or marital status.

It is further the policy of the Board that all efforts shall be made to acknowledge and recognize that we live in a diverse and multicultural society, consisting of racial, ethnic, and religious groups whose cultures, values, beliefs, and lifestyles are valid and viable elements of our democratic society. In this context, the Board fully recognizes the rights of students in the Flint educational community to learn within the framework of cultural experiences, which maximize the individual development of their human potential.

Finally, it is the policy of the Board to initiate and maintain appropriate procedures to actively foster and support efforts to design and infuse instructional experiences District-wide that will lead to a more humane and democratic society.

The primary responsibility for ensuring multicultural experiences within each school rests with the building principal and staff.

Approved: July 11, 2001
Reviewed:

LEGAL REF: MCL 380.1174a

The District shall establish and periodically reconsider the core curriculum or basic program for the District. The Superintendent, in advance of the school year in which the courses are to become operative, should approve handbooks outlining any course offered in the District.

Drug Education⁴

The administrative staff will develop a comprehensive program outlining the effects of drugs. The use by the administrative staff of resource materials developed by local, state and federal agencies is encouraged.

Communicable Disease Instruction⁵

The school curriculum shall include the teaching of the principle modes by which dangerous communicable diseases, including HIV/AIDS, are spread and the best methods for the restriction and prevention of such diseases.

In accordance with legal requirements regarding HIV/AIDS instruction, the Flint Board of Education will, before offering instruction that includes HIV/AIDS information;

1. Accept state guidelines regarding the mandatory teaching of HIV/AIDS prevention education. Such as:
 - Providing age/grade appropriate Board-approved curriculum and/or programs at least once in each building
 - Providing instruction on Abstinence
 - Providing prior parent/guardian notification which will include:
 - Overview of course content
 - Parental/guardian right to review materials and curriculum

⁴ MCL 380.1170 (“Instruction shall be given in physiology and hygiene, with special reference to substance abuse, including the abusive use of tobacco, alcohol, and drugs, and their effect upon the human system.”).

⁵ State law requires districts to teach the principle modes by which communicable diseases are spread and the best methods for restriction and prevention of communicable diseases (MCL 380.1169).

- Parental/guardian right to observe classroom teaching
- Parental/guardian right to remove student from a single class, semester course or all HIV/AIDS education

Instruction will not include:

- Teaching clinical abortions as means of family planning or birth control
 - Distributing family planning devices (birth control)
2. Establish an advisory board that will periodically review materials and methods of instruction, and recommend changes as needed.
 3. Provide PA 139 Certification training, by certified trainers, to teachers who teach HIV/AIDS prevention.
 4. Ensure that all HIV/AIDS prevention education programs receive health advisory committee recommendations, two (2) public hearings and Board approval before such programs shall be changed or utilized in the classroom.

Family Life/Sexuality Education

The teaching of reproductive health/sexuality education, including family planning, will be permitted in the Flint Community Schools in accordance with Michigan law.

In accordance with legal requirements, the Board will, before offering instruction that includes reproductive health and/or sexuality information:

1. Accept state guidelines regarding Family Life/Sexuality Education. (See: Flint Community School Administrative Guidelines and Protocol for Sexuality and HIV/AIDS Education, 2000)
2. Establish an advisory board that will periodically review materials and methods of instruction, and recommend changes as needed.

3. Hire teachers that are qualified in the area of health education and in addition have received 20 clock hours of human sexuality certification training.
4. Ensure that all reproductive health/sexuality education programs or changes to those existing programs receive health advisory committee recommendation, public hearings and Board approval before such programs shall be utilized in the classroom.

The District's intent is to insure that students receive the information and support they need to make healthy choices for their lives and futures. This support and information will be provided with sensitivity and respect and in compliance with current Michigan laws regarding reproductive health and sexuality education.

Homebound Instruction (Cf. 8860)

It is the responsibility of the District to educate all school-age children who are located within the District. Therefore, if a student is unable to attend school because of lengthy illness or other causes, he/she may obtain homebound instruction in accordance with the regulations developed by the administrative staff.

Approved: July 11, 2001

Reviewed:

LEGAL REF: MCL 380.1278-1279, 380.1282

In 2004, the Michigan State Board of Education promulgated a nonbinding *Policy on Quality Character Education*.⁶ The Board adopts the recommendations of that policy. Accordingly, the Board directs the District to adopt, implement and evaluate research-based programs to teach character education. Such programs shall include, but not be limited to, the following:

1. Promote core ethical values as the basis of healthy relationships and good character.
2. Define character comprehensively to include understanding, self-efficacy, social skills, environmental support, and behavior.
3. Use a comprehensive, intentional, and proactive approach to character development.
4. Create a caring community.
5. Provide students with age-appropriate opportunities for ethical action.
6. Provide a meaningful and challenging comprehensive curriculum that respects all learners, develops their character, and helps them to succeed.
7. Strive to foster students' self-motivation.
8. Engage school staff as a learning community that shares responsibility for character education.
9. Foster shared ethical leadership and long-range support.
10. Engage families and community members as partners in the character building effort.
11. Evaluate the outcomes of the program.

Approved: January 16, 2008

⁶Michigan State Board of Education, *Policy on Quality Character Education* (June 8, 2004), available online at http://www.michigan.gov/documents/Character_policy_final_94134_7.pdf.

Using the extended day, a seamless learning experience will be provided that promotes learner achievement of the Flint Community Schools' Standards. The principal shall coordinate the extracurricular program or designate a staff member to assume this responsibility.

All new extracurricular activities shall be approved by the building principal and recommended to the Superintendent for his/her approval. All recommendations to the Superintendent shall include a statement of purpose of the activity, potential membership to be served, and potential financial obligations the District might have to assume from general school funds.

A faculty sponsor, if available, shall be appointed for each activity within the provisions of the master agreement.

Membership and participation in all activities shall be voluntary and limited to students enrolled in the schools. Students shall have the right to participate in all extracurricular activities without discrimination based upon race, color, creed, religion, national origin, marital status or disability.

The administration shall develop rules and regulations covering extracurricular activities in individual buildings. Such rules shall list responsibilities of students and advisors or chaperones. All activities sponsored by school groups must be adequately supervised, all District policies and administrative regulations regarding student and teacher conduct, use of facilities, use of transportation, and all other applicable policies, and regulations must be adhered to.

Non-school sponsored student groups are governed by the District's policy on student use of school buildings. (Cf. 8710)⁷

Approved: July 11, 2001

⁷ "Non-curriculum related" extracurricular activities which meet during non-instruction time in secondary schools trigger the Equal Access Act, 20 U.S.C. § 4071 *et seq.* The Equal Access Act prohibits the school from denying fair opportunity or "equal access" to any students who wish to conduct a meeting within a limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such a meeting.

The U.S. Supreme Court has interpreted "non-curriculum related student group" as any student group that does not directly relate to the body of courses offered by the school. *Board of Education of Westside Community School District v Mergens*, 110 S. Ct. 2356 (1990).

The Michigan Department of Education adopted the Michigan Merit Curriculum. All students are required to earn specific credits in order to graduate from high school. Credits are earned when the student demonstrates competencies in content expectations in the given subject areas. The law allows certain modifications of these credits and/or expectations through the development of a Personal Curriculum. State law (380.1278b) allows personal curriculum modifications of the Michigan Merit Curriculum requirements in order to:

1. Go beyond the academic credit requirements by addition more math, science, English Language Arts, or world language credits.
2. Modify the Algebra II mathematics requirement.
3. Modify, if necessary, the credit requirements of a student with an Individual Education Program.
4. Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the Michigan Merit Curriculum requirements.

Personal curriculum modifications must align with the High School Content Expectations as practicable and must not create barriers that limit a student's opportunity to be engaged in a challenging curriculum. The legislative intent of the Personal Curriculum is to individualize the rigor and relevance of the educational experience. In this context, "practicable" is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. Students with an Individualized Education Program operate under this same context.

The Personal Curriculum is an option any students or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of secondary education is to prepare students for life after high school. Any modifications to a student's graduation requirements need to be consistent with this purpose. The high school diploma is documentation

that the student has met the expectations and possesses the knowledge and skills necessary for postsecondary success. Students who are not pursuing a diploma or students who are unable to meet modified Michigan Merit Curriculum requirements do not need a personal curriculum.

Approved: December 15, 2010

Reviewed:

Philosophy

The District endorses special programming efforts geared to students who are in danger of becoming dropouts.

The District believes that if students are to remain in school and experience success, staff must work with them and their families to develop individualized plans of action using all resources available to meet their needs. District staff must provide ongoing support through the implementation of the individualized plan. A learner support group that consists of family, school, and community members is included as a critical part of the individualized plan.

Goals and Objectives

The District shall combine academic study with the stimulation, challenges, and ongoing support 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/her classmates throughout his/her school career; develop an incentive and reward system that reinforces pride in academic achievement encourages students to attend school on a regular basis; provide support services to the families when needed to facilitate daily attendance; offer a teaching and counseling curriculum designed to provide students graduating from high school with valuable skills, career direction, and goal setting; encourage high risk students to participate

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

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

Approved: July 11, 2001

Reviewed:

The Superintendent and staff shall develop and implement a comprehensive and continuing student suicide awareness and prevention program for the District. Since the necessary professional expertise to carry out such a program adequately may not be available within the school system, the Superintendent is to identify a community mental health agency with the capability to provide the necessary assistance and to establish a continuing cooperative relationship with that agency.

Approved: July 11, 2001

Reviewed:

The District, in accordance with Section 504 of the Rehabilitation Act of 1973,⁸ the Individuals with Disabilities in Education Act (IDEA),⁹ and the implementing regulations of these acts, is committed to providing a free, appropriate public education to each qualified handicapped/disabled student within its jurisdiction, regardless of the nature or severity of the handicap/disability.

The District's administrative procedures shall establish the means by which the District shall meet this commitment.

This policy and the administrative procedures have been developed and adopted for the purpose of complying with the District's educational services obligations under Section 504 of the Rehabilitation Act of 1973, IDEA and the implementing regulations of these acts and are not designed nor intended, nor should be construed, to grant broader rights or remedies. The District policy and administrative procedures do not, and should not be construed to, create rights or remedies enforceable in contract or by any law other than Section 504, IDEA, and the implementing regulations of these acts.

The District's administration may issue interpretative memoranda and adopt directives and procedures to implement Section 504 of the Rehabilitation Act of 1973, IDEA, District policy and administrative procedure.

Approved: July 11, 2001
Reviewed:

LEGAL REF: Rehabilitation Act of 1973, Section 504; Individuals with Disabilities Education Act; Education for All Handicapped Children Act of 1975; MCL 380.4(2); 380.6(7); 380.1311; 380.1702; 380.1703; 380.1711; 380.1751; 380.1766; State Board of Education Regulations; R 340.1701-1809

⁸ Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

⁹ Individuals With Disabilities Education Act, 20 U.S.C. § 1400 *et seq.*

The District 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.¹⁰

The District recognizes that competing in athletics is not a right but a privilege, and expects student athletes to assume their responsibilities in adhering to the athlete code of conduct, which shall be published in the student handbook.¹¹ Student athletes who fail to abide by this code of conduct may lose their privilege to participate in athletics.¹²

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

Coaches

It shall be the District's policy to employ qualified coaches and, to the extent possible, secure them from the school's teaching faculty. If it is necessary to secure persons from outside the staff, the Superintendent shall recommend only those persons who are qualified to coach the sport.

The Superintendent shall recommend coaching personnel at the middle and high school to the Board for approval following appropriate interview and selection procedures at the school where a coaching vacancy occurs.

Physicals

No student may practice for any athletic team until he/she has been examined and approved by a medical doctor for competition and until written consent to participate in the

¹⁰ Education Amendments of 1972, Title IX, codified at 20 USC 1681 *et. seq*

¹¹ A comprehensive student handbook can provide notice to parents/guardians and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board.

¹² In most cases involving a student's removal from a team, courts have ruled that participation in extracurricular athletic programs is a privilege rather than a right. The deprivation of a privilege does not trigger the Constitution's due process provision. Consequently, unlike school attendance, students generally have no constitutional right to

specific sport has been obtained from the parent or guardian. Parent's/guardian's consent will not be necessary for students who have reached their 18th birthday. Students shall also comply with the District's requirement relative to obtaining accident insurance before participating in practice or inter-school competition.

Illness and Injuries

A student athlete who is under a doctor's care for illness or injury shall not be allowed to participate in an athletic practice or contest until he/she has written permission from the physician to do so.

Membership in Michigan High School Athletic Association

The Board shall annually enroll the District's high schools and middle schools as members of the Michigan High School Athletic Association (MHSAA). It is further the intent of the District to accept the constitution and bylaws the MHSAA and adopt as its own the rules and regulations of the association as minimum standards.

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participate in extracurricular programs. Nevertheless, participants who violate the conduct code should be allowed to give an explanation before being removed from the activity.

Philosophy

The District believes that the quality of life of its residents may be served and improved through a strong educational program embracing the concepts and philosophy of Adult Education programs and Community Partnerships as integral parts of the system. To this end, the District supports the concept that learning is a continuous and life-long process. The District establishes and supports programs that supplement and expand upon the K-12 program.

Adult Educational Programs

The District shall offer programs meeting the intellectual, social, and educational interests of adults to the extent there is interest in the community (i.e., Adult Basic Education, English as a Second Language, General Educational Development, and special interest programs).

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

The District may enter into agreements with other school districts to provide adult education services.

Community Partnerships

The District will establish community partnerships with businesses, government agencies, universities, and industries in order to provide support for basic skills, vocational, technological, and other work preparation programs for all learners.

Approved: July 11, 2001

Reviewed:

Classroom Materials

Financial resources will be allocated to each building, based on student enrollment, for the purpose of purchasing instructional materials that are aligned to the curriculum and Standards as determined by the instructional teams in the building.

Textbook Selection and Adoption

In accordance with the *Revised School Code*, the Board¹³ shall adopt textbooks¹⁴ and workbooks used in the District. Once adopted, textbooks shall not be changed without Board approval and shall, except in unusual situations, be used for at least five years.

The Superintendent or his/her designee shall recommend to the Board for consideration and adoption all textbooks and instructional materials based upon the recommendation of the District's Curriculum Committee. The recommendation to the Board shall include the following information:

- Recommended texts, including title, publisher, copyright dates, number of copies requested and costs;
- Texts being replaced, publisher and copyright dates;
- Rationale for recommendation; and
- Selection method.

Recommended textbooks must be aligned with Flint Community Schools' curriculum and Standards.

Any citizen who objects to the final selection made by the District should follow the procedures outlined in the District's procedure on public complaints about the curriculum or instructional materials. (Cf. 7410)

Approved: July 11, 2001

Reviewed:

LEGAL REF: MCL 380.1421-1422; R 390.1105(2)

¹³ MCL 380.1422 ("The board of each school district shall select, approve, and purchase the textbooks to be used by the pupils of the schools on the subjects taught in the district.").

¹⁴ The *Revised School Code* defines "textbook" as a book which is selected and approved by the board of a school district and which contains a presentation of principles of a subject, or which is a literary work relevant to the study of a subject required for the use of classroom pupils (MCL 380.1421).

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,¹⁵ 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.¹⁶

Approved: July 11, 2001

Reviewed:

LEGAL REF: 20 USC § 1232h

¹⁵ The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, is a federal law governing a student's school records (*See Policy 8940*).

¹⁶ FERPA requires districts to notify students and parents/guardians of their rights concerning school records. Comprehensive student handbooks can provide required notices, along with other important information, to recipients.

Each school will have a Library/Instructional Resource Material Center (IRMC) to provide resources to students and professional staff.

The intent of the Library/IRMC is to provide materials that will enlarge and enrich the on-going classroom instructional program, as well as provide support to teachers, parents/guardians, students, and community.

Each building's resources should be comprehensive in nature, aligned to the curriculum/Standards and provide for varied individual needs, interests, abilities, and maturity levels.

Materials shall be selected based on the guidelines set forth in Policy 7350.

Approved: July 11, 2001
Reviewed:

LEGAL REF: MCL 380.1274; 380.1422; 15.231-246; 397.601-605

The Superintendent or his/her designee shall develop procedures for handling complaints about the District's curriculum, instructional materials, and/or programs. Any citizen who wishes to register a complaint shall follow the procedures established by the Superintendent. A parent or guardian may request that his/her child be exempt from using an instructional resource or from participating in an instructional activity by completing a "Citizen's Request for Challenge of Curriculum Material" form and using the complaint procedure.¹⁷

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Reviewed:

¹⁷ School districts are not required to automatically accommodate a student's or his parent(s)/guardian(s)' religious benefits by allowing the student to opt out of reading required materials or programs. A student is entitled to accommodation only if a district's requirement "burdens" his/her free exercise of religion and the requirement is not justified by a "compelling state interest." *Mozert v Hawkins County Board of Education*, 827 F.2d 1058 (6th Cir. 1987). A student's free exercise right would unlikely be burdened by compelling the student to be exposed to ideas with which his/her religion disagrees. On the other hand, compelling a student to perform an act that violates the student's religious beliefs would burden his/her free exercise right and the school district would need to justify the requirement with a compelling state interest in order to be able to enforce it.

Federally funded programs are a vital and necessary adjunct to the educational program of the District's schools.

Title I Programs¹⁸

The Superintendent shall pursue funding under Title I of the Elementary and Secondary Education Act for compensatory instructional services and activities, while assessing the educational needs of all students, particularly the needs of educationally deprived students. The Superintendent shall also ensure that the District appropriately uses any funds received.

In addition to Title I Programs, funding is sought for Title II, Part B Eisenhower, Title VI Innovative Strategies, Section 41 bilingual, and federal class size reduction.

Approved: July 11, 2001

Reviewed:

LEGAL REF: PL 103-382, 20 U.S.C. §§ 6301-6514, 34 C.F.R. parts 200, 201, 203, 205, and 212.

¹⁸ The 1994 reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) revised extensively federal elementary and secondary education programs with the goal of ensuring that all children acquire the knowledge and skills they will need to succeed in the 21st century (PL 103-382, 20 U.S.C. §§ 6301-6514, effective July 1, 1995, C.F.R. parts 200, 201, 203, 205, and 212). Effective July 1, 1995, the four Title I programs are: Part A, the basic program in local education agencies; Part B, the Even Start Family Literacy Program; Part C, the Migrant Education Program; and Part D, the Neglected, Delinquent, and At-Risk Program.

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 work 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: July 11, 2001
Reviewed:

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

The District recognizes that the first-hand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the District to support field trips as an integral part of the program of the schools.

Accordingly, the District encourages the use of field trips when the program is:

- Directly related to the total school program
- Consistent with the curriculum
- Educationally sound
- Consistent with District policies and procedures

All in-state field trips and other student activities sponsored by the District that involve travel must receive prior authorization from building principals. Each trip authorization shall be based on the written rationale of the travel's educational value as well as the safety and welfare of the students involved.

Student participants are governed by the *Code for Student Conduct*, other applicable District policies and regulations, and rules established for specific trips. No student field trips shall be scheduled the last two weeks of any given academic school year, except as specifically approved by the Superintendent.

Fees may be assessed as appropriate.

Any group of students and/or sponsor who takes part in an educational out-of-state trip without Board approval must accept all responsibility. The District will not accept any responsibility nor assume any liability for any problems that may arise.

Approved: July 11, 2001

Reviewed:

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

Teachers in kindergarten through high school will evaluate students' work on an ongoing basis in order to assess their progress, and will share reports of these assessments with the parents/guardians via a web-based platform, progress reports, and report cards. For this purpose, in grades K-2, as well as Fine Arts in grades K-6, teachers will award the following grades: Satisfactory (S), Needs Improvement (N), Unsatisfactory (U). Grades 3-12 will award the following letter grades: A (4.0), B (3.0), C (2.0), D (1.0), or E (0.0) in classes such as Advanced Placement (AP) and International Baccalaureate Diploma Programme (IB DP), assigned grade values for satisfactory marks will be increased to A (5.0), B (4.0), C (3.0).

Approved: July 11, 2001
Revised: June 18, 2014

A student, parent, legal guardian (hereinafter, referred to as the student) may request the change of only final exams or grades at the end of a marking period, term, or semester. Only a student, as defined herein, may request or otherwise initiate, a grade change. A student must follow the guidelines set forth in this policy to request a grade change.

Step 1 - Inform the Teacher

If a student is dissatisfied with the grade he/she received in a particular class, the student must inform the teacher of that class (hereinafter “the teacher”) in writing, within ten (10) calendar days, of the reasons or circumstances for desiring the grade change. The teacher has ten (10) calendar days from receipt of the request to respond.

- a. If the teacher agrees with the student’s request, the student’s grade shall be changed within seven (7) calendar days.
- b. If the teacher does not agree with the student’s request, or fails to respond within ten (10) calendar days after the student’s request, the student may proceed to Step 2.

Step 2 - Submit Request to the Principals

Where the teacher denies or fails to respond within ten (10) calendar days after a student’s request for a grade change, the student may submit his/her written request for a grade change to the principal of the school, or person designated by the principal. The student must submit his/her request to the principal within thirty (30) calendar days from receipt of the original grade. The request must provide specific and detailed reasons or circumstances for the desired grade change.

¹⁹ Before the *School Code* was revised in 1996, a student’s grade could only be changed as allowed under law. Now, districts are encouraged to adopt policies relating to grade changes because the section covering grade changes in the old *School Code* was repealed in 1996.

The school principal shall meet with the teacher within twenty (20) calendar days after receiving the written request from the student. The student and parent(s), or legal guardian(s) of the student may attend the meeting with the teacher and/or may make a presentation, verbally or in writing, to the principal.

- a. If the principal determines that the teacher had a rational basis for assigning the student the original grade, the principal shall not change the original grade.
- b. If the principal determines that the teacher did not have a rational basis for assigning the student his/her grade and a grade change is warranted, the principal may change the student's grade to reflect the principal's determination of an appropriate higher grade.

The principal shall make his/her decision, in writing, within ten (10) calendar days after the meeting with the teacher. The principal shall provide the teacher and student with a copy of his/her decision.

Step 3 - Appeal to the Board of Education

The teacher or the student may appeal the principal's decision, in writing, to the Board of Education, or a committee of the Board (hereinafter "the Board"). The appeal notice shall be mailed or delivered to the Secretary of the Board. The committee shall consist of three members of the Board.

The teacher or student must appeal the principal's decision within twenty (20) calendar days of the date of the principal's decision. Failure to appeal the principal's decision within twenty (20) calendar days shall render the principal's decision final.

The Board shall meet within thirty (30) calendar days of receipt of the written appeal. The Board shall review the reasons for and against the proposed grade change. In making its decision, the Board may consider the student's written request for a grade change and supporting

documentation, if provided. The Board may also consider the principal's written decision and supporting documentation provided by the principal and teacher.

The Board shall make a written determination to approve or disapprove the principal's decision within thirty (30) calendar days of the meeting. The decision of the Board shall be final.

Step 4 -The Student's Record

If the principal or Board acts to change a grade under this policy, a notation shall be made in the student's record that the principal or Board changed the grade.

Approved: July 11, 2001
Reviewed:

LEGAL REF: MCL 380.11a

The Flint Board of Education is committed to ensuring that all students have the opportunity to acquire the knowledge, skills, and motivation needed to become successful, contributing members of society. Toward that end, the Board seeks to establish and enforce policies that will enable all students to accomplish this goal as a result of their participation in District academic programs.

District Standards and benchmarks will serve as the basis for providing each and every student opportunities to learn over designated time periods. The building principal and management team is responsible for seeing that all students have appropriate interventions as needed in the area of deficiency.

Grade Level and Group Assignments

Grade level and group assignments, including promotion and retention, shall be the ultimate responsibility of the building principal and shall be made in the best interest of the individual student. The building principal shall strongly discourage the promotion and retention of students for purely social reasons.

Factors to be considered in assigning a student shall include: (1) the present academic performance of the student; (2) the physical, mental, emotional and social maturity of the student; (3) the probable effects of retention or promotion on the student, and; (4) the cooperation, opposition or concerns of the student's parent/guardian.²⁰

Accordingly, a decision-making procedure shall be established by the building Principal and building management team with appropriate timelines for promotion /retention recommendations.

²⁰ MCL 380.10 (“It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the students by cooperating with the pupil's parents and legal guardians to develop the student's intellectual capabilities and vocational skills in a safe and positive environment.”).

Acceleration

The District is aware that on occasion it may be beneficial to a student to be accelerated by double promotion or skipping a grade. The Superintendent or his/her designee in consultation with building principals, the school staff involved, and the parents/guardians shall authorize such double promotions.²¹

Elementary School Promotion

The academic and instructional program at the elementary school level focuses on the development of student growth and achievement. Students failing to make academic progress may be retained only as a last resort and after following the policies and procedures contained in the regulations.

Middle School Promotion

The promotion policy for District middle school programs requires that students earn four (4) credits for promotion in core academic subjects of language arts, mathematics, science, and social studies.

High School Promotion

Refer to Board Policy 7610 [Graduation Requirements].

Approved: July 11, 2001

Reviewed:

²¹ See Note 21.

Credit Requirements

To graduate from the Flint Community Schools a student shall earn a minimum of 22 units for graduation in 2004; 23 units for graduation in 2005; and 24 units for graduation in 2006.

The student shall further complete two majors and a minor.

In meeting the minimum graduation requirements, students shall include specific units of credit as follows for the graduates of 2004:

English	4 units	Computer Education	½ unit
Social Studies	3 units	Health & Physical Education	1 unit
	<i>Civics (½)</i>		<i>Health (½)</i>
	<i>Economics (½)</i>		<i>Physical Education (½)</i>
	<i>U. S. History/Geography (1)</i>	Fine Arts, visual, performing or applied	1 unit
	<i>World History/Geography (1)</i>		
Mathematics	4 units		
	<i>(Algebra I, Geometry, & Algebra II)</i>		
	<i>required) as well as, one of the four</i>		
	<i>mathematics credits must be in the</i>		
	<i>senior year</i>	Career and Technical Education or World Languages	
Science	3 units	(Your choice)	1 unit
		ACT Prep	½ unit
		Senior Management and Communications	½ unit

Note: These include the minimum graduation requirements as mandated by the State of Michigan. The Flint Community Schools may increase these requirements to satisfy local expectations. The addition of 2 units in World Languages begins with the graduating class of 2016.

Attendance Requirements

While eight semesters of attendance in the senior high school are generally required to complete the 24 units of course credit, some students may accelerate their academic program. Summer school and adult high school attendance may be used for this purpose. However, students may not be graduated in less than seven semesters of attendance in grades 9-12 unless approved by the Deputy Superintendent or his/her designee.

Approved: July 11, 2001
Revised: March 5, 2008

LEGAL REF: MCL 380.1166

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.

The granting of credits and placement of students is solely determined by the Flint Community Schools. If a student attends home school and enters a Flint Community School a team consisting of a building administrator, guidance counselor (where appropriate), and academic content representative from that receiving school will evaluate the student for proper grade placement and potential transfer of credit.

District officials will make decisions regarding acceptance of credit or grade level placement of students transferring from a home school 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, before making a decision.

In core academic disciplines, transfer of credit from a home school will 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.

No grades will be given (shown on transcript). Credits given will be shown as "home schooling", with no GPA, using "P" or "F" for grades.

The student, or his/her parent or guardian, may appeal the student's subsequent grade placement and the decision to deny credits to the Board.

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

For honors recognition at the time of graduation, a home-schooled student must complete the last three semesters in a District high school.

The Board follows Michigan law as it applies to non-public schools, home-schools, and compulsory attendance.

Approved: July 11, 2001

Reviewed:

Definition

Dual enrollment, according to Act No. 160 and Act No. 258 of the Public Acts of 2000, occurs when a school district allows enrolled students to attend courses at local colleges or universities, in addition to their own high school, in an effort to meet students' academic and career needs. The District supports and encourages dual enrollment in post-secondary coursework for eligible students as defined by state law. The Superintendent or his/her designee shall provide and publish appropriate regulations for dual enrollment consistent with the law.

Approved: July 11, 2001

Reviewed:

LEGAL REF: MCL 388.513-521

The Flint Community Schools recognizes the rights of parents or guardians to educate their children at home. Therefore, the school district establishes this home schooled education policy in accordance with Michigan laws and regulations.

The law in Michigan governing compulsory school attendance requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year [MCL 380.1561(3)]. A child is not required to attend a public school in the following cases:

(3)(a) The child is attending regularly and is being taught in a state approved nonpublic school, which teaches subjects comparable to those taught in the public schools to children of corresponding age and grade, as determined by the course of study for the public schools of the district within which the nonpublic school is located. (3)(f) The child is being educated at the child's home by his or her parent or legal guardian in an organized educational program in the subject areas of reading, spelling, mathematics, science, history, civics, literature, writing, and English grammar.²² (4) For a child being educated at the child's home by his or her parent or legal guardian, exemption from the requirement to attend public school may exist under either subsection (3)(a) or (3)(f), or both.

These guidelines are established for home schools that operate solely under exemptions (3)(f).

Enrollment in Flint Community Schools Classes

Home schooled students may enroll in nonessential elective classes at Flint Community Schools. (*Snyder v Charlotte Public Schools*, 421 Mich 517, 365 NW2d 151 (1984)). Students

²² This listing of subjects applies to exemption (f) home schools. The Michigan Department of Education has historically interpreted comparable curricula for nonpublic schools to be: mathematics, reading, English, science, and social studies in all grades and the Constitution of the United States, the Constitution of Michigan, and the history and present form of civil government of the United States, the State of Michigan, and the political subdivisions and municipalities of the State of Michigan in high school.

in home schooled families operating under exemption (f) may also enroll in nonessential elective classes²³ at the resident public schools. In July 1997, the U.S. Supreme Court ruled in *Agostini v Felton* that public schools may provide shared time courses to nonpublic school students on nonpublic school premises using public school employees.

Athletics and Extracurricular Activities

The supervision and control of interscholastic athletics are the responsibility of the Flint Community School Board of Education. The Flint Community Schools have adopted policies as proposed by the Michigan High School Athletics Association (MHSAA). In order to participate in Flint Community School extracurricular activities, a student should be enrolled part-time.

Michigan Virtual School (MVS)

MVS gives home school families the opportunity to have students take middle and high school virtual courses and access a variety of online tools for test review, career development and skill building. Dozens of courses are available in a wide range of subjects and learning levels from general study to rigorous Advanced Placement. Home schools may find more information online at <http://www.mivhs.org>. Home schooled students may participate in MVS online services and course offerings to the same extent that they are allowed to participate in Flint Community School course offerings as provided for under Michigan law.

Curriculum Materials

Home school families may purchase the textbooks and the instructional materials they deem necessary. Textbooks and materials may be purchased from a teacher bookstore. Information regarding home school support services and materials may be accessed on the internet at the following search prompts: home school curriculum, home school associations, or correspondence schools.

Home school parents may wish to use the Michigan Curriculum Framework in Social Studies and K-7 Science, the K-8 Grade Level Content Expectations (GLCEs) and the High School Content Expectations (HSCEs) as approved, that have been developed for public schools in Michigan. All are available at the Michigan Department of Education webpages at <http://www.michigan.gov/mde> or contact the Curriculum and Instruction Unit at (517) 241-4285.

Regional Educational Media Centers (REMC)

A Regional Educational Media Center (REMC) provides a service that is available to home school students. The REMCs work cooperatively with one or more intermediate school districts for the improvements of instruction in Michigan's elementary and secondary schools. Most REMCs offer: instructional materials including video, video disk, and computer software; cooperative purchasing of equipment, supplies and media; Internet access and support; production services; technological problem solving; training in the use of all types of equipment; training in the integration of media into instruction, media and technology consulting; and a distribution system. Additional services include: inservice media, AV, video and computer equipment repair; desktop publishing, graphic design and layout; printing; video production, editing and duplication; professional library and online services; instructional television or building based video collections; and satellite downlink services.

Transfer of Students

Students transferring from a home school to a Flint Community School shall be evaluated by the building principal/or his designee (for e.g. school counselor, school psychologist, and content area teacher) to determine proper placement. The district will secure "permission to evaluate" for placement purposes and awarding of credit. As part of the ongoing assessment

²³ Nonessential elective classes may include, but are not limited to: band, drama, art, physical education, music, computer online classes according to seat time waiver policies and advanced placement courses.

process, a district identified norm-referenced achievement test (e.g. Woodcock Johnson Achievement Test) shall be one of the instruments utilized. The norm-referenced achievement test shall be administered by the principal's designee at the receiving school (for e.g. school psychologist or classroom teacher).

Students will be placed in the school within their home school zone unless granted a permit by the Office of Pupil Personnel. Otherwise all district attendance rules and regulations will be consistently applied and adhered to.

The granting of credits and placement of students is solely determined by the Flint Community School district. Home school families are strongly encouraged to maintain student records of progress throughout the year. Home school report cards, transcripts, and diplomas are the responsibility of the home school family. These records will be used to assist the district in making decisions regarding placement.

The Flint Community Schools will grant credit²⁴ for home school courses to students that enters/re-enters the Flint Schools under the following conditions:

- Students pass end of course exams for core subjects for the previous grade for secondary students with 75% accuracy.
- Seniors that enter the district must meet the Michigan Merit Curriculum high school requirements.

Any home school student who enters/re-enters a Flint Community School must attend classes for at least (9) months or one school calendar year immediately prior to graduation before the student can become eligible to receive a Flint Community School high school diploma.

State and District-Wide Assessments

District-Wide Assessment:

²⁴ Credit will be granted for home school courses but will not calculate towards the grade point average (gpa).

Home schooled students are encouraged to participate in district-wide assessments. Parents should contact the Flint Community School in which they reside to take district-wide assessments. Parents should contact the Office of Research and Testing to obtain the assessment calendar for the school year. It is the responsibility of the parent to contact the school in which the student resides to ensure that the student participates in district-wide assessments. Participation in these assessments are the parent's choice and may be used for placement and evaluation, if the student enters/re-enters a Flint Public School.

Requests from parents/guardians whose children cannot test on Saturdays due to religious reasons will be accommodated.

MEAP and Michigan Merit Award, Michigan Merit Examination (MME) and Michigan Promise Scholarship:

Home schooled students may take the MME. Parents of a home schooled junior or senior are encouraged to contact the Flint Community School in which they reside to take the MME. Contact should be made in early September for fall testing, or in early January for spring testing. Registration deadlines are strictly enforced. Failure to contact the school district could result in the student being denied an opportunity to take the MME.

The Michigan Educational Assessment Program (MEAP) statewide assessments continue to exist in grades 3-8. Juniors now take the Michigan Merit Examination (MME) and will have an option for a free retake as a senior if they have not met or exceeded standards for math, science, reading, and/or writing. The MME is comprised of three elements: ACT Plus Writing®, ACT WorkKeys®, and three Michigan-developed subjects (mathematics, science and social studies). The MME is administered exclusively by the Michigan Department of Education.

Starting with the high school graduating class of 2007, the Michigan Merit Award was replaced by the Michigan Promise scholarship. This \$4,000.00 scholarship is administered exclusively by the Michigan Department of Treasury. To earn a Michigan Promise scholarship, students must take the MME. To receive installment payments of the scholarship, they must earn a level 1 or 2 (met or exceeded) in each of the content areas: math, science, reading, and writing. Students from the class of 2007 may use their MEAP high school scores.

Special Education

A home schooled student may receive special education or a related service. The home schooled student must be found eligible for special education services by an Individualized Education Program Team (IEP Team). The intermediate school district (ISD) plan for special education students will be adhered to and describes how special education services are provided to students enrolled within a school district in the public school district.

Any student with disabilities in the required grades with an IEP, who participates in the assessment program (district-wide and state assessments), shall upon notification for testing be eligible for any and all accommodations and modifications identified/indicated and allowed by his/her IEP.

Discipline Policies

Home schooled students will adhere to all and any Flint Community Schools Code of Conduct district discipline policies when participating in any Flint School activity. Students are entitled to all due process rights.

Immunizations

Parents must have their children immunized and present proof of immunization before a child may enter school unless they have one of the following waivers:

- (1) Medical Contraindications Form – a physician certifies that a specific

immunization is or may be detrimental to the child's health, or

- (2) Immunization Waiver Form – the parents or guardians hold religious or philosophical beliefs against receiving a vaccination. This waiver must be signed by the parent or guardian.

Driver Education and Pupil Transportation

A home schooled student is eligible to enroll in a driver education program provided the Flint Community School district has a program. If a charge or enrollment fee is imposed, it shall also be the same for the home school student. School pupil transportation will not be provided to home schooled students. Transportation will be the responsibility of the parents/guardians.

Work Permits

Minors seeking employment who are home schooled shall be issued a work permit by the issuing officer of the school district, intermediate school district, public school academy, or nonpublic school in which the minor's residence or prospective employer is located. The minor must present a signed written statement from the parent or guardian, as the instructor of record, indicating how many hours per week the student is being home schooled. The issuing officer will review the parent/guardian statement and issue the work permit with those hours reflected. The issuing officer will attach the parent/guardian statement to the work permit and keep a copy of the statement with their copy of the work permit filed at the school.

Approved: December 15, 2010

Reviewed:

LEGAL REF: Michigan Department of Education, August 2007, Information on nonpublic and home schools.

Purposes and Audiences for Student Assessment

Accountability –District Accountability to meet its slated goals, to all stakeholders

- Student progress in meeting state/District content standards
- Comparative progress as compared to state, country, world (global)
- Comparative progress in acquiring knowledge and skills necessary for success in post-secondary endeavors

Program Evaluation – ongoing feedback to school, teachers, community leaders, parents/guardians, principals, and District instructional leaders regarding the effectiveness of:

- Opportunities to learn for all students
- Specific instructional programs

Inform Instruction – timely and continuous data to teachers and support groups that:

- Clarifies and reinforces instructional expectations
- Guides and focuses instruction for individual classroom teachers
- Improves the quality of instruction

Feedback to students and parents/guardians – frequent and regular feedback to individual students and their parents/guardians.

- Students progress in meeting state/District content standards.
- Comparative progress in acquiring basic skills and knowledge necessary for lifelong learning and professional success.
- Students strengths and weaknesses
- Facilitate parent/guardian support
- Students growth

Certification -Learners – Student mastery of benchmarksDistrict-Wide Testing/Assessment Program

A basic District-wide testing and/or assessment program will be implemented at appropriate levels to evaluate the outcomes of a variety of instructional and other related educational programs, assess student progress toward the achievement of Standards as well as provide a foundation for program development and instructional enhancement. The basic program shall include both norm and criterion referenced achievement tests and shall be administered under the direction of the Superintendent or his/her designee.

The basic testing and/or assessment program will be supplemented through the use of other tests or assessments as needed or required. The coordination of all District-wide or all-grade testing will be accomplished through the office of the Superintendent or his/her designee.

School and/or Classroom Level Assessments

Tests in this category are designed at the school and/or classroom level and are intended to provide an assessment vehicle for determining student progress toward the achievement of Standards or final progress or achievement outcome. Each building Principal is ultimately responsible that the development, selection, application, communication, and use of school and/or classroom level tests/assessments are aligned with the District's Standards and follow testing/assessment purposes.

This section is intended to cover all individual student assessment activities generally conducted by building administrators and/or classroom teachers that are not also part of a District-wide assessment/testing program. Tests or assessments of a psychological or guidance-related intent are included in the next section.

Psychological and Guidance Oriented Testing/Assessments

Psychological, diagnostic, projective, and non-projective examinations of individual students or groups of student may be made only by the Board's qualified and certificated psychologists or diagnosticians or by other qualified and certified personnel who have been approved by the Board or appropriate administrative officer including the Superintendent and/or his/her designees. The utmost professional discretion and care will be used when administering, scoring, storing, interpreting, and communicating the results from tests falling within this category.

The District's guidance counseling staff, under the general direction of the Superintendent or his/her designee, are encouraged to develop and/or use such tests that may be available and consistent with the needs of the students (individual and group) and District program initiatives. The use of appropriate guidance-oriented related assessments are expected to enhance student development and encourage personal and academic growth.

Testing, Assessment, Surveys and Evaluations by Outside Groups or Agencies

Individuals, agencies, groups, companies, or educational institutions not part of the Flint Community Schools, excepting the State of Michigan or federal departments mandating non-voluntary participation as prescribed by law, desiring to administer tests, assessments, surveys, or program evaluations within the District, or utilizing children in their roles as students or District employees must first obtain written permission from the Superintendent and/or his/her designee.

In order to minimize the disruption of the school routine and educational practice, the consent and cooperation of the building principal must be obtained before tests, assessments, surveys, or evaluations by outside individuals, groups, or agencies may be undertaken within any school.

In order to comply with requirements for certain educational programs funded in whole or in part by federal, state, local governmental agencies, foundations, companies, or contracting agencies retained by the Board, large scale evaluations or mass testing/assessment of students District-wide or within an entire school, grade, or department is permitted.

A copy of the findings or report on any type of research conducted by individual agencies, groups, companies, or educational institutions must submit their data findings or conclusions to the Superintendent and/or his/her designee within two months of the conclusion of the study.

Approved: July 11, 2001
Reviewed:

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

Discussion of controversial issues should be age appropriate, serve an educational purpose, be consistent with the curriculum, and present a balanced view.

If a teacher is in doubt as to the appropriateness of a particular issue for a particular class or age group, the building principal should be consulted.

Approved: July 11, 2001

Reviewed:

Teachers may teach about religion, religious literature and history but are prohibited from teaching, expounding, criticizing or ridiculing a particular religion. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.²⁵

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.²⁶

Approved: July 11, 2001
Reviewed:

LEGAL REF: MCL 380.1217

²⁵ Conducting or sponsoring religious practices in public schools violates the First Amendment to the U.S. Constitution. A school district may not provide for religious instruction on public school property. (*McCullum v Board of Education*, 333 U.S. 203 (1948)); reciting a prayer (*Engel v Vitale*, 370 U.S. 421 (1962)); Bible reading and prayer (*School District of Abington Township v Schempp*, 374 U.S. 203 (1963)) and *Chamberlin v Dade County Board of Public Instruction*, 377 U.S. 402 (1964); the posting of the Ten Commandments (*Stone v Graham*, 449 U.S. 39 (1980)); a “moment of silence” (*Wallace v Jaffree*, 472 U.S. 38 (1985)).

²⁶ The study of the Bible or of religion is permissible when presented objectively as part of a secular program of education. *School District. of Abington v Schempp*, 374 U.S. 203 (1963).

Fine Arts Performances

Music performances and art exhibits may include religious works based on their artistic merit provided that the primary intent of the program is secular in nature. If fine arts presentations include religious works, these works should be balanced in representing the diversity of religious traditions.²⁷

Assemblies and Ceremonies

Assemblies must be approved by the building principal and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, and other school-sponsored activity.²⁸ Because the baccalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the District.

Approved: July 11, 2001
Reviewed:

LEGAL REF: MCL 380.1175; 380.1217; AG Opinion #4405; *Lee v. Weisman*, 112 S. Ct. 2649 (1992)

²⁷ Generally, holiday observations will survive constitutional scrutiny if they advance a student's knowledge of society's cultural and religious heritage or provide an opportunity for students to perform a full range of music, poetry, and drama that is likely to interest the students and their audience. *Florey v Sioux Falls School District*, 619 F.2d 1311 (8th Cir. 1980)

²⁸ School-sponsored prayers or invocations at athletic events, graduation, and performances violate the First Amendment to the U.S. Constitution. *Lee v Weisman*, 112 S. Ct. 2649 (1992).

Students who have moral objections to dissecting animals will be excused from the dissection and will be given an alternative assignment related to the animal being studied (e.g. virtual computer dissection, library research, etc.) The teacher shall inform students and parent(s)/guardians(s) at the beginning of the school year of students' right to refrain from dissecting of animals. The teacher will inform students and parent(s)/guardian(s) that have a moral objection to dissection of their alternative options. The building principal will be updated and informed of all notifications regarding dissections.

Experiments on living animals are prohibited. The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials.

Approved July 11, 2001
Reviewed: