

SECTION I

INSTRUCTION

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Instructional Goals I 6010

The focus of the Bay City Public School is on the learner, the student. His or her educational development toward the schools' goals is the central concern of the Board's policies and the administrative regulations.

The goals of education shall be to assist students achieve the following skills:

1. A command of the fundamental skills and knowledge which are basic to all other learning.
2. To develop and maintain good physical and mental health.
3. To learn to receive and express ideas effectively.
4. To accept the obligations of good citizenship.
5. To acquire life long learning skills necessary to live a successful life.

Academic Freedom I 6020

Academic freedom is encouraged in the District. Teachers will be protected from unreasonable censorship or artificial restraints which interfere with their obligation to expose students to controversial issues and to help students express their own views on such issues.

The teacher's responsibility should be to show objectivity in order for the various sides of controversial issues to be given. To carry out this responsibility a teacher should be well informed in the areas being studied. Freedom of individual expression will be encouraged and if attacks are made upon academic freedom, the Board will safeguard the legitimate interests of those affected.

A public school must guard its environment from disturbing influences which might tend to inhibit learning. Citizen or community groups must follow established procedures for registering complaints or concerns regarding District goals, curriculum content, or issues related to academic freedom. (See H5300 – Public complaints and H5340 – Public Complaints About School Personnel.)

Within the concept of academic freedom, a teacher still has the responsibility of implementing the curriculum identified by the District to meet its objectives.

School Day I 6025

School hours established for schools of the District shall be no less than those mandated by state School Code and the School Aid Act.* The administration is authorized to make changes in opening and closing times to facilitate the scheduling of transportation. However, school hours shall be kept as consistent as possible at various levels throughout the District. Any major changes in schedules shall be subject to Board approval.

*MCLA 380.1284 as amended

Organization of Instruction I 6030

The grouping and consequent housing of instructional levels in school facilities throughout the District shall be according to plans developed by the Superintendent and his staff and approved by the Board. The Board has approved the following plan for the organization of instruction:

Elementary	K-5
Middle	6-8
High School	9-12

Curriculum Development I 6050

The School District will constantly review and update its curriculum to meet the needs of the community and effectively serve students with varying backgrounds, personal needs and characteristics, and aspirations.

Curriculum Adoption I 6060

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

To comply with the provisions of the No Child Left Behind Act, the Superintendent will, in writing, inform the professional staff of the federal requirements concerning sex education and the prohibitions and restrictions concerning distribution of contraceptives or materials that encourage sexual activities. The District will comply with federal guidelines concerning age appropriate sex education.

The Superintendent will ensure that any programs for limited-English proficient students have a primary goal of mainstreaming those students into the regular classrooms, and that those programs emphasize English language instruction.

Curriculum Guides and Course Outlines I 6070

Curriculum guides shall be provided for the various subject areas. The District will develop its own courses of study, as reflected by the needs of the local situation. The guides shall be designed to assist all users in strengthening and in clarifying their philosophy regarding the teaching of a subject, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

Human Relations Education I 6080

The Board acknowledges there is a disparity in racial and ethnic make-up in this nation's schools and communities and the lack of understanding among people which result from this isolation. The Board therefore encourages the community, staff, and students to design and suggest programs and activities that increase intercultural student contact and understanding.

Occupational Education I 6085

Vocational Education

Vocational education shall be an integral part of the comprehensive high school program of this District.

Career Education

Provisions shall be made available in our schools to provide career educational experiences and practical employment opportunities for all students to assist them in discovering and developing career aptitudes and interests.

Work Experience Opportunities I 6090

Actual work experience will be incorporated into educational programs. As appropriate, actual work experience will take the form of cooperative work-study activities in local business and agencies. In all instances, programs providing practical work experience shall be organized and conducted according to state rules and guidelines for the purpose of providing the students with a valuable training experience.

Health Education I 6095

The District is committed to a sound, comprehensive health education program as an integral part of each student's general education. To the extent possible, health education shall be incorporated into the subject matter of existing courses in the District rather than taught as isolated classes.

The health education program shall emphasize the presentation of health information, skills, and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. In addition, the student will be presented with information regarding complex social, physical, and mental health problems which exist in the broad school community environment in an effort to help students make intelligent, viable choices on alternatives of serious personal consequences.

The Board believes that the greatest opportunity for effective health education lies within the public schools because of (1) the opportunity to reach almost all children at an age where positive, lifelong health habits may be engendered and (2) the availability of qualified personnel to conduct health education programs.

Drugs, Alcohol, and Tobacco Instruction I 6100

Policy governing drug education shall be based on the philosophy that drug abuse includes any physical or mental state resulting from the improper use of drugs, and that this mental and/or physical effect precludes realization of the educational potential of the individual. The Board directs the program to:

1. Be integrated into the curriculum at all levels.
2. Treat drugs according to possible consequences of use rather than their social acceptability.

Objectives of the drug education curriculum are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the District should be the education of each individual student to the dangers of drug use. The Associate Superintendent shall be responsible to establish and periodically review the District's guidelines for staff members in conducting drug education and dealing with drug abuse. These shall be in line with the recommendations of the State Department of Education.

Sex Education I 6110

Helping students attain a mature and responsible attitude toward human sexuality is a continuous task of every generation. Parents have the prime responsibility to assist their children in developing moral values. The schools should support and supplement parents' efforts in the areas of family life and sex education by offering students factual information and opportunities to discuss concerns issues, and attitudes inherent in family life and sexual behavior, including traditional moral values. Instruction dealing with family life and sex education, including sexually transmitted diseases, may be offered in several different courses.

1. In courses where human reproductive organs and their functions and processes are described, illustrated, or discussed, opportunity will be provided for all parents or guardians to request in writing that their children not attend those portions of the class. The parent or guardian of each student will be notified in writing at least ten (10) school days prior to the commencement of the instructional program.
2. Instructional materials to be used in family life and sex education will be available for inspection by the parent or guardian during school hours prior to the commencement of the instructional program.
3. Teachers who provide instruction in family life and sex education will have professional preparation in the subject area, either at the pre-service or in service level.

LEGAL REF.: *“any student upon the written request of parent or guardian shall be excused from attending classes in which the subject of sex education is under discussion and no penalties as to credits or graduation shall result therefrom.”* Sec. 789c of the statutes.

Programs for Students with Disabilities I 6120

All children in the District including those with disabilities, whether these disabilities are academic, physical, emotional, psychological, or sociological, shall be provided with equal educational opportunity-the fundamental right of all individuals to receive an appropriate education at public expense.

Most children with disabilities can and shall be educated in the regular instructional program where they shall be given the circumstances and support necessary to achieve their optimal potential.

The needs of certain children are so great that special instructional programs, special facilities, or services are necessary beyond that of the regular classroom program. Children with severe mental, emotional, or physical handicaps will not be placed in the regular classroom situation until there has been a proper determination made through established diagnostic procedures IEPT* recommendations and IEP** development. Such assignment is to be in the best interest of the child's development, and parents, if they object, are given the right to appeal as provided under the state, and federal regulations or laws.

* Individual Education Planning Team

** Individual Educational Plan

Special Education Parents' Rights I 6125

The Board, recognizing the rights of parents in terms of special education placement and a due process for such placement, shall follow the guidelines for parental complaints regarding special education placement as established in state and federal law.

The procedure established for parental complaints regarding placement shall be the procedure established in "Procedures for Reviewing and Processing of Objections to Intermediate School District Special Education Plans and Processing Complaints Under Mandatory Special Education Legislation," published by the State Department of Education, 1977.

Parent Involvement Policy I 6126

In accordance with the requirement of the *No Child Left Behind Act*, the Bay City Board of Education encourages parent/guardian participation in Title I programs. Parents/guardians must be offered substantial and meaningful opportunities to participate in the education of their children.

The Board directs that the following actions be implemented to insure compliance with federal law:

- The involvement of parents/guardians in the planning, implementation and evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;
- Invitations to parents/guardians to attend at least an annual meeting, with additional meeting opportunities being available as needed, designed to provide Title I information

and program services, and to solicit parent/guardians' suggestions on program development, planning, evaluation and operation; and revision of the parent involvement policy if necessary.

- Assistance to parents/guardians in understanding Title I, including the providing of information in a language understandable for the parent/guardian if practicable;
- Parent/guardian notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress; including the tools needed to understand achievement and assessment standards.
- A provision of input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent/guardian;
- Opportunities to enhance parent/guardians' capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent/guardian involvement strategies;
- Ongoing communication between school and parent/guardian;
- Other appropriate activities (i.e. Family Math Nights, parenting/guardian sessions, science, theatre, etc).

Parent Involvement Written Plan Policy I 6127

The Bay City Public School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parental/guardian involvement in the development of a Title I plan, and directs the administration to:

- Involve parents/guardians in the development of the plan;
- Develop a plan that provides for the involvement of parents/guardians in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parental/guardian involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parental/guardian involvement in Title I programs with parental/guardian involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;
- To assure that the policy/plan contains a compact that outlines how parents/guardians, the school staff and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parents/guardians of participation children and to the local community.

Migrant Education Program (MEP) Parent Guardian Involvement I 6128

Parents/guardians of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation and evaluation of the program.

Limited English Proficiency (LEP) Parent/Guardian Involvement I 6129

In accordance with federal law, parents/guardians of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parents/guardians will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Pregnant Student Programs I 6130

The Board shall provide continued public education for all pregnant girls and young mothers. School authorities or other personnel shall not order a pregnant girl against her will to withdraw from regular school. However, a pregnant girl under the compulsory school age may withdraw from a regular public school program when her parent or legal guardian submits a signed request for the withdrawal and a certificate signed by a physician verifying that the girl is pregnant and that her continued attendance in school may adversely affect her health or that of her child.

A pregnant girl may participate in the extracurricular functions of the school with the written approval of her physician.

Homebound Instruction I 6135

Home or hospital instruction shall be provided:

1. To any child with a health or physical impairment which, in the opinion of a licensed medical examiner, will cause him/her to be absent from school for more than ten consecutive days and who school personnel determine can educationally benefit from such a program, or
2. To any child whose educational needs, as determined by a case study and reviewed in a multidisciplinary staff conference, are most appropriately and effectively met by such a program.

The amount of instructional or supportive service provided through the home and hospital program shall be determined in relation to each child's educational needs and his physical and mental health, and in accordance with Sections 1310 and 1311 of the School Code in reference to expelled students.

Bilingual Instruction I 6140

It shall be the policy of the District to provide bilingual/bicultural programs of instruction as positive approaches to education. Participation in these programs shall be optional. When these programs are offered concurrent with or independent of language instruction, they shall provide for the development of:

1. Fluency which includes listening comprehension, speaking, reading, and writing skills for all participating students both in English and the child's primary language.
2. Learning activities that will help students to develop a positive self-image through a greater understanding of and a pride in their culture and heritage and in the culture and heritage of other participating students;
3. Instruction in English as a second language for those students who do not have the language skills necessary to profit from instruction presented in English;
4. Instruction in a second language other than English for those students who do not have the language skills necessary to profit from instruction presented in English;
5. Procedures to determine participation in bilingual/bicultural programs at the local school level, which will involve the school staff and school community in the decision making process to determine the degree and direction of participation in these programs as evidenced by the needs of the children in the schools.

The offering of bilingual/bicultural programs makes it necessary to provide sufficient numbers of bilingual teachers and aides to implement these programs. The District will make every effort to recruit and develop staff in keeping with this requirement.

Extracurricular and Interscholastic Programs I 6160

Extracurricular student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills.

Any program of student activities should:

1. Encourage participation by all students while recognizing that all students participation must be on a voluntary basis;
2. Require that student activity funds should be used for purposes which benefit the student body for the school;
3. Require that the management of student funds be the responsibility of the students with assistance from school system administration; and
4. Permit the formation of student councils, student clubs, and other student groups organized to promote or pursue specialized athletic, social service, and social activities.

Student Organizations I 6165

The Board may authorize student organizations that reinforce the instructional program, that give student practice in self government, that build and support school morale, that honor outstanding student achievement, and that provide wholesome social and recreational activities and that comply with district nondiscrimination policies.

In order to be authorized, any organization must have an adult sponsor from within the staff appointed by the school administration, subject to the approval of the Associate Superintendent. Membership in any organization shall be open only to regularly enrolled students.

Secret societies are not authorized to be organized or hold meetings on school property nor shall school personnel serve as sponsors.

School principals will be responsible for supervision of fundraising activities and the accounting and management of funds of approved organizations.

This policy applies to on-campus organizations only. It is not intended to restrict the organization of students into groups which function legally apart from the school.

Publications I 6170

We encourage the use of school sponsored publications to express students' points of view. They shall conform to the normal rules for responsible journalism (the avoidance of libel, obscenity, defamation, false statements, or material advocating racial or religious prejudice). Student publications shall provide as much opportunity as possible for the sincere expression of student opinion.

Students who edit, publish, post or distribute printed, handwritten or duplicated matter among their fellow students within the school are responsible for the content of such publications. Libel, obscenity, profanity, personal attacks, and encouragement of the violation of laws are submitted to the principal for approval.

Material which meets the above requirements may be distributed on school premises only by students enrolled in such school and only within administrative regulations governing its distribution.

Performances I 6175

Any student or group of students, including high school bands, choirs, and drama groups, giving public performances as a representative of the schools within the District shall first secure the permission of a building principal and clear through the office of the Associate Superintendent. Students shall not receive any remuneration for such performances. Such performances shall be in keeping with the general goals and objectives of the educational program of the District.

Contests for Students I 6180

Participation in contests must be approved by the Associate Superintendent. Unless otherwise indicated, participation is optional with each school. While there is no intent to refuse

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to cooperate with agencies sponsoring worthwhile contests, there is very definitely a desire to keep such cooperation in contests: (a) the primary educational aims of the schools and the needs

and interests of their pupils must be a consideration at all times; (b) schools shall not be used to promote private or commercial interests; (c) schools shall not be used for direct sales promotion of individual competitive goods or services; (d) all materials or activities initiated by private sources shall be judged on grounds of their direct contribution to educational values, factual accuracy, and good taste, and (e) consideration shall be given in all cases to protecting students and teachers against unreasonable added work and responsibilities. (*See also H5180 – Advertising in the schools.*)

Interscholastic and Intramural Activities I 6200 (rev. 7.11.16)

It is the Board's policy to provide interscholastic athletic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural activities as an outgrowth of class instruction and commensurate with the grade level of the students involved.

The complete program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the first consideration. This should be done without unreasonable interference with other obligations in the school community.

It is recognized that a well-organized and well-conducted interscholastic and intramural program is a potent factor in the morale of the schools' student body and an important phase of good community-school relations.

Policy Conditions

1. Participation in interscholastic athletics is limited to students in grades 6-12. Participation of properly supervised teams from grades 6, 7 and 8 will be permitted in a limited program with other schools in the District, and surrounding area (Saginaw, Saginaw Township, Midland, Mt. Pleasant, etc.).
2. The athletic programs come under the authority of the Superintendent or designee working with a building athletic director. The building principal (if not the building athletic director) shall have input into interscholastic and intramural programs through the building athletic director and the district-wide athletic designee.
3. Those individuals having direct responsibility for the interscholastic and intramural programs of the school are required to conform in all ways to the general education program as laid down by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, health and safety regulations, performance and evaluation.
4. The regular high schools and middle schools of the District are members of the Michigan High School Athletic Association, and in all matters will adhere firmly to the rules and regulations of that body and to the philosophy of sports which MHSAA encourages. The eligibility of students to participate in the athletic program is determined in accordance with MHSAA regulations.
5. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor and until written consent has been obtained from the parent.

6. Middle school students participating in and involved in interscholastic sports must have a physical examination and must follow Athletic Code of conduct and Middle School Athletic Handbook rules. High school students participating in activities receiving athletic funding must have a physical examination and must follow Athletic Code of conduct rules. (See I6220-R Athletic Code of conduct.)
7. Expenditures for the interscholastic and intramural program are incorporated as part of the general budget of the Board. Coaches of each sport, in cooperation with the building athletic director, will submit their budgetary needs to the Director of Finance and Accounting for approval and inclusion in the general budget. No expenditures for athletic purposes may be made in excess of those listed in the budget without approval of the Director of Finance and Accounting.
8. District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations or conferences, and of rules for student.
9. Medical insurance coverage is not provided for athletes by the District. Athletes and parents assume any and all medical expenses and fees. Any medical costs associated with injuries sustained as the result of participation shall be the responsibility of the parent/legal guardian. Insurance coverage will be offered to athletes and parents on a voluntary basis. This coverage will be made available for purchase through the office of each high school and middle school.
10. An attempt will be made to have immediate medical supervision available at athletic competitions when feasible.
11. Crowd control supervision will be provided for all athletic contests. The principal will determine the amount of security and police involvement needed at each contest.
12. All varsity home contests shall require administrative coverage by a building administrator to the extent possible.

Community Education Programs I 6230

The general objectives of community education shall be the same as those of other levels of public education, namely to prepare individuals for full democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal and family lives.

“Community education” refers to the school program and courses which are not an integral part of the elementary and secondary school programs. The program shall be sponsored and underwritten by the Board and shall be controlled and administered in the same general fashion as other parts of the educational program. The extent of the programs shall be determined by a balance among individual and community needs, the willingness of the District residents to provide for the program in the District budget, and by individual fees.

Physical Facilities

(See D 2600 – Use of School Facilities) Physical facilities of the school system shall be available within guidelines set annually for use in the community education program when they are not scheduled for regular school or other approved activities. Activities shall not be limited to those which can be conducted in school buildings, but may be conducted at other places or with other facilities within the school District with the prior approval of the director.

Basic Requirements for Courses, Registration, and Scheduling

A course may be given only when the number of interested adults is sufficient to form a class of appropriate size, when a qualified teacher, and when adequate facilities and appropriate supervision can be made available and under the direction of and with the approval of the Coordinator of Community/Adult Education.

Any adult may register for any course or courses upon payment of established registration and material fees except that residents of the District shall have priority in those locally sponsored courses limited as to the number permitted to register. Persons below the age of 18 may register for courses under guidelines established by the district.

The times of day, month, or year at which classes are scheduled, the length of each class session, the number of sessions held each week, and the total number of sessions in each course need not be uniform for all courses.

Scheduling for Instruction I 6250

It is the responsibility of the administration to schedule for each student a program which best utilizes the resources of the District and the time of the student to achieve his/her personal and career goals.

Independent Study I 6255

The Bay City Board of Education encourages the establishment of independent study programs in the District's high schools to the extent the staffing allocations and program development will permit. The Associate Superintendent is directed to maintain guidelines for the implementation and evaluation of such independent study programs and to inform students and faculties of the Board's position and policy.

Individual Help (Tutoring) I 6260

Employees may use school premises for enrichment or remedial instruction if such instruction is voluntarily performed without fee and with the principal's approval. The Board does not permit tutoring on school premises by school employees if a fee is charged to students.

Instructional Resources I 6270

Personnel and materials appropriate to the needs of the school program must be available to each student and teacher. Available system resources shall be allocated to schools on an equitable basis, recognizing system policies and local school needs.

The Board further believes that:

1. To provide each student with learning experiences suited to his aptitudes, interests, maturity, and competence in each subject area, instructional arrangements, equipment, and accommodations based on individual needs are necessary.
2. To provide students opportunity to enroll in and complete appropriate courses in an on-line environment.
3. Teachers and administrators should be assisted in their tasks by nonprofessional and paraprofessional aides, and by other professional resource persons bringing their particular background to bear on curriculum concerns, educational procedures, and individual student needs.

Textbook Selection and Adoption I 6280

The teachers involved in the use of particular instructional materials will play a primary role in their selection. In selecting the textbook or textbooks for a level or area of study, the professional staff involved will organize a textbook selection committee with the help of administrative personnel. After a thorough study of textbooks available, and with the advice of the Associate Superintendent, supervisors, principals, and/or department chairmen, and/or other resource persons, they will submit recommendations to the Associate Superintendent for his/her review. IF the recommendations are accepted, they will be transmitted to the Board for its approval. The board will give final approval on textbooks to be adopted.

1. Instructional materials (print and non-print) shall be chosen for values of interest and enlightenment of all student members of the District. Instructional materials shall not be excluded because of the race, nationality, political or religious views of the writer.
2. Every effort will be made to provide material that presents all major or legitimate points of view concerning the problems and issues of our times, international, national, and local. Books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan doctrinal approval or disapproval.
3. Censorship of instructional materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.
4. When materials are challenged, the complainant shall record his/her concerns on a form provided for that purpose available at the building principal's office. A review committee shall study all materials for which a complaint is received. A recommendation of the committee shall be made to the Superintendent. (See H5320-P-Review of Complaint on Library or Classroom Resources – Procedure.)

Commercial or Other Material I 6320

Commercial organizations offer many materials for use by teachers in the classroom. Some of these materials are of high educational value with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

In general, supplementary printed materials from commercial, political, religious, or other non-school sources should have the approval of the Principal before being used in the schools. This approval may be given to materials, which are of obvious educational quality, which supplement and enrich text and reference book materials for definite school courses, which are timely and up-to-date, and which promote American democratic ideals and moral values.

Advertising materials of commercial, political, or religious nature should not be displayed or distributed in the schools or on the school grounds. Pupils may not be used as the agents for distributing non-school materials to the homes without the approval of the Superintendent or his designee.

Teachers may use special aids (non printed materials) such as models, films, slides, pictures, charts, and exhibits for educational purposes with the approval of the principal, even though such materials may bear the name of a commercial business firm which may have provided the aid.

Education videos, movies, films or other media presentations secured from or through commercial sources shall be subject to limitation upon use as follows:

- All materials must reinforce, enhance, or further explain curricular concepts and be age-appropriate for learners.
- Use must be limited in frequency as to adhere to best instruction practices.
- All materials must be previewed by the teacher prior to use in the classroom.

With respect to materials for which a Motion Pictures Association of America (MPAA) rating has been established the following apply:

- “G” rated materials may be used consistent with the above policy.
- “R” rated materials may be used only with prior consultation with the Building Principal and, when deemed appropriate, parental consent.
- All other ratings will be used consistent with good professional judgment and in consultation with the Building Principal.

Field Trips and Excursions I 6350

School field trips are excursions into the community under school sponsorship and supervision. As such, by definition the term includes only such activities of specific classes or groups of students for whom the experience is specially planned by a specific teacher or teachers; this is in distinction from trips or activities in the community which constitute a regular, generally recognized and accepted part of the school program. (For example, game trips by athletic teams carrying out their regular schedule, vocational class experiences, etc.) Field trips and excursions holding promise of contributing significantly to the Board-adopted instructional program of the schools are to be encouraged. In approving requests by teachers, however, administrators must give careful consideration to the following factors:

- a. Safety and welfare of the pupils.
- b. Comparable learning from the time effort expended to that resulting from the same amount expended in the classroom.
- c. Motivational value.
- d. Appropriateness to the maturity of the students.
- e. Provisions for supervision.
- f. Pupil interest and readiness to profit.
- g. Parental attitudes.
- h. Expense.

(See also I 6355 R – Field Trips and Excursions Rules and Regulations.)

School Volunteers I 6360

The purpose for the volunteer program is to provide more effective utilization of teacher and staff time and skills, provide more individual attention to the students who need it, provide assistance for educational enrichment experiences such as field trips, and promote greater parent and community involvement in the academic and co-curricular programs of the District.

General Principles:

Typical assignments include supplemental instruction as determined by the classroom teacher, clerical work, and supervision of student activities.

The assignment of volunteers shall be made by the Volunteer Coordinator or appropriate individual as assigned by the Superintendent with the concurrence of the school principal.

Volunteers provide significant services to students by supplementing the work of paid school employees but are not substitutes for paid employees.

Volunteers serve only in an auxiliary capacity under the direction and supervision of a building Principal or other certified school personnel.

A volunteer does not have access to confidential files and records.

Wherever possible, volunteers are assigned to the particular school where they wish to serve.

All school volunteers work under the direction of the school staff and provide supportive services to them. The evaluation of the work of each volunteer shall be the responsibility of the school principal who may request the assistance of the coordinator of volunteers.

School volunteers serving in the District without financial compensation are bound by the policies, rules/regulations and procedures of the District. They, as any other employee, are to be supervised by each building Principal or other authorized school employees. All volunteers shall be at least 18 years of age, unless their volunteer work is included as part of a District class offering or recognized student organization of the District and approved, in advance, by the Superintendent or designee.

At the discretion of the Superintendent, the District may conduct criminal and/or professional background checks on volunteers in the same manner as for employees of the District. The District will bear the cost for criminal background check if required.

Guidance Program I 6370

A guidance program shall be incorporated into the curriculum to aid students in making informed and responsible decisions and in utilizing effective decision making processes. The guidance program shall provide for the participation of all those staff members and others, including peers who can help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The primary purpose of the guidance program shall be to assist students in learning to make their own decisions concerning life's many choices – personal, education, and vocational. Before completion of high school, each student should reach the point of maturity where the student – within the usual limits of circumstances – is able to make all decisions affecting his or her life.

The second major purpose of the guidance program shall be to provide, as fully as possible, the information needed to make the best decisions. Such information shall include facts (test scores, vocational information, etc.) as well as estimates, judgments, opinions, and other advice. Part of the decision making skills students are helped to learn shall be the solicitation and search for data and advice from a variety of sources, as well as the evaluation and use of such information and suggestions.

Academic Achievement and Program Evaluation I 6380

All students can learn and the degree to which each child learns is dependent upon the quality of instruction and the design of the educational program provided. It is recognized that achievement is also influenced by diverse learning styles, interests, individual pattern of growth and development, and student motivation. Therefore all aspects of instruction, program evaluation and planning should focus on the teaching and learning that is necessary for each student to acquire the learnings described in the District's curriculum for each step and level in the sequence of education growth.

The purpose of the Assessment Program in the Bay City Public Schools is to provide decision makers with valid and reliable information about student needs and achievement. These purposes are achieved through the use of common matrix assessments and context bound referenced (the common matrix being the norm group) and criterion referenced (the common matrix being objective mastery). Context bound assessments are typically "unit tests" which are intimately tied to ongoing classroom instruction. This mix of context bound and common matrix instruments results in a multiple assessment program that is consistent with the supports both North Central and Michigan Accreditation standards, as well as other requirements of the Michigan Department of Education.

There are several identifiable groups of decision makers within the Bay City Public Schools. These groups include students, parents, teachers/counselors, administrators, the Board of Education, and our general citizenry. Each of these groups makes decisions requiring the use of student performance information.

However, the type and form that the information takes may differ from group to group. Thus, the Assessment Program must be sensitive to and able to accommodate these difference needs.

The Assessment Program is designed so that the contextual assessments are the primary vehicle for timely feedback to teachers. Thus, contextual assessments will be used in the core curricular areas of Language Arts, Mathematics, Science and Social Studies. Assessments will be done each year in each of these four subject areas. The form and content of these assessments will be intimately tied to our curriculum so that we are measuring what we are teaching as defined by our Curriculum Guides. Scoring of the assessments will be done within the district whenever feasible. Results will be reported to each teacher in a timely manner. Where appropriate, results will also be aggregated at the building and district levels to support the work of school improvement teams curriculum alignment, and accountability. Contextual assessments will be an integral part of regular, ongoing classroom instruction.

The common matrix assessments, as well as aggregated results of the contextual assessments, will be the primary vehicles for informing building and district level decision makers about the aggregate growth of achievement in our students. These decision makers include the curriculum department, top management and the Board of Education.

Parents and students, as active participants in the educational process, are users of our assessment results. Common matrix assessments help parents understand their child's academic performance vis-à-vis a national sample of same grade students. These tests usually provide an individualized student report that is to be shared with students and parents. The contextual assessments give us an indication of student learning within major units of instruction that the student has just completed. These results, too, must be shared with students and communicated to parents.

The District's assessment Program is but one of several sources of information about student performance. Observations made daily by skilled teachers, counselors and administrators are primary sources of information about student performance. Observations and evaluations of student products, such as math papers, written work and projects are another source. Teacher made tests and quizzes used every day in the classroom are the next most frequently used sources. These and other student related indicators are often summarized into a gestalt known as a report card grade.

(See also I6500 - Assessment Program.)

Grading and Reporting Systems (Student Evaluation) I 6385

Students respond more positively to the opportunity for success than to the threat of failure. The District seeks, therefore, through objectives in its instructional program to make achievement both recognizable and possible for all students. It emphasizes achievement in its processes of evaluation performance.

The professional staff will devise and maintain evaluation and reporting methods which will be positive in nature and constructive in helping parents guide their sons and daughters. Student achievement and development growth will be continually consistently evaluated and reported to parents in accordance with administrative guidelines.

The issuance of grades and other appraisals on a regular basis serves to promote a process of continuous review and evaluation of student performance. This information will be used to inform the student, parents, and teachers of student progress and to help bring about change in student performance, if such change seems necessary.

Parent Conferences I 6400

Through mutual sharing of information in parent teacher conferences a relationship can develop between parent and teacher enabling the to move together toward intelligent and constructive planning for the child. The Board therefore encourages the staff and the administration to establish conferences: (1) at times convenient to both parents, and (2) as often as deemed necessary.

Homework I 6410

Homework can be of value in: (a) developing ability to work independently, (b) developing work habits, (c) extending learning experiences beyond the classroom, (d) providing additional time to develop skills and knowledge, and (e) having parents learn about classroom activities.

Homework that is used as an end in itself, assigned for disciplinary reasons, or assigned without proper planning and follow-through is unlikely to have the desired effect, the District will develop guidelines for the use of homework and will assist staffs in making constructive use of homework as an instructional procedure.

Promotion – Retention I 6420

- A. Decisions regarding promotion or retention serve the purpose of determining the proper placement of a student for the acquisition of skills, knowledge, and behaviors necessary for future success in schooling and/or life roles.
- B. Criteria for retention:
 - 1. Retention may be considered when the student has not achieved minimal grade level expectations in reading or mathematics.
 - 2. Retention may also be considered if any of the following conditions prevail:
 - a. The child is functioning significantly below ability and grade level in other skill areas.
 - b. A Special Education option is not appropriate or is unacceptable to the parent.
 - c. There is uncertainty about the ability of the student to make the social and emotional adjustments required by a promotion to another level.
- C. For each student retained an educational plan will be developed to address identified needs.

Acceleration I 6430

The Board strongly urges the staff to see that all roadblocks are cleared from the path of learners and that they are assisted in moving ahead as rapidly as they wish and can. While acceleration ahead of grade should be approached with caution, gifted or capable students may be so advanced, but only after thorough discussion with each student's guidance counselor and with the point approval of parents and the principal.

Graduation Requirements I 6450

The Michigan Department of Education and the Bay City Board of Education have developed minimum standards for graduation from high school. Any student who meets those standards shall be awarded a diploma. The diploma shall state that it is awarded for meeting the standards. A copy of the standards shall be printed on the back of the diploma.

Graduation diplomas awarded by the district shall be based on learning achievements rather than on the amount of time students spend in attendance. A series of endorsements shall be provided in order that any diploma awarded conveys a reasonably accurate concept of the real achievements of the individual receiving the diploma. Special certificates of achievement may be awarded in lieu of or in addition to a diploma. Special certificates of achievement may be for the benefit of prospective employers that specific achievement information be available to those who will assist the learner in his or her development in a post-secondary institution.

All graduation requirements, diplomas, and certificates shall be submitted to the Board for approval.

Teaching Methods I 6550

It is the desire of the Board that the best available strategies and methods for bringing about learning be used in the District's schools. The instructional staff, with assistance from the District, is expected to keep abreast of developments in instructional methodology and to apply those methods which apparently have the potential for improving the learning program in the District's schools.

To the extent possible, strategies and methods of teaching should reflect (1) appraisal of individual learning styles and abilities; (2) assessment of individual learning needs; (3) development, implementation, and evaluation of individual learning programs; and (4) the modification and recycling of individual learning programs.

The Board recognizes that the teaching methods chosen by its staff will vary from teacher to teacher due to differences in viewpoints, personality, and the conditions under which a person is teaching. It is further recognized that different approaches may yield similar results. The expectation of the District is that the instructional staff will, however, select and use teaching methods which reflect individual student needs and are consistent with the stated purposes for instruction in the various programs of the District. Where District programs, which have been adopted following extensive study by representatives of the staff, are based on specified content and/or methodology, it is expected that staff will implement these programs within established guidelines.

Controversial Issues I 6560

Controversial issues arising from classroom situations and subject matter may be discussed and explored in the classrooms throughout the School District.

Controversial issues provide stimulation to learning by stirring intellectual excitement and are thus an integral part of the normal classroom environment. Free inquiry in a democratic society requires that controversial issues arising in the normal classroom situation be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, the personality, nor the intellectuality of either the teacher or the students.

Controversial issues with respect to instruction in the public schools appear to present, in essence, a two-fold problem: the problem of academic freedom for both the teacher and the student: and second, the problem of technique or method employed in handling controversial issues in the classroom. For the best interests of the individual, the community, and the larger society, provision must be made so that teachers and students alike are free to exchange and develop ideas.

Controversial Speakers I 6570

Freedom to learn is no less a desirable freedom than freedom of speech, press, and assembly. One goal of education is to prepare our students to participate constructively in a democratic, pluralistic society—a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of ideas and of people who may seem alien to them. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion, and to weigh arguments, slogans, and appeals. Books, films, and other media are valuable for giving students exposure to many differing ideas; but for effective learning it is also useful to invite appropriate persons not on the educational staff to speak to or to meet with groups of students as part of the educational process.

Ceremonies and Observances I 6580

Each homeroom will normally hold opening exercises including a salute to the flag and the reading of announcements and notices. Students not participating will be expected to observe the courtesy of not disturbing others. The student may (a) stand and salute the flag; (B) stand and refrain from saluting the flag; or (c) remain seated. In adopting this policy, the Board of Education has chosen to follow the guidelines which were specified in Tinker v. Des Moines, in which the U.S. Supreme Court declared that the student "...may express his opinions, even on controversial subjects...if he does so without materially and substantially interfering with the requirements of appropriate discipline in the operation of the school; and without colliding with the rights of others..."

Observance of Holidays

In observance of legal state and national holidays, recognition may be made as appropriate to the historical and cultural relationship of such holidays. The observance of these holidays is not to interfere with the academic programs of the students.

Board of Education Position

Students shall have the right to refuse to participate in or attend any form of religious activity, including but not limited to prayers, songs, readings, meditations, and seasonal programs.

Federal Requirements and Guidelines

Students have the following rights pursuant to federal law:

- To engage in private, non-disruptive activity such as prayer or bible reading while at school;
- Participation in before or after school events that have a religious content;
- To study about religion when appropriate to the curriculum;
- To produce written expressions of religious beliefs in home work, art work, and other assignments;
- To distribute in a non-disruptive manner, subject to reasonable restrictions as to time, place, and manner, religious literature;
- To be excused for religious reasons from participation in school programs or activities;
- To be granted release time to attend religious events;
- To wear clothing that includes a non-disruptive religious theme or message;
- To be given access to school media to announce religious events in the same manner as other organizations;
- To be granted access to school facilities for religious activities in the same manner as other organizations, consistent with Board policy on use of facilities, and the Federal Equal Access Act.

The Superintendent or designee shall insure that all professional staff is aware of the requirements of the provision. That further the district shall comply with all reporting requirements including reporting requirements of NCLB which currently provide an annual report to the State Department of Education on compliance with this provision.

Flag Displays I 6585

Patriotism and loyalty are among the virtues to be taught as a part of the responsibility of any public school. It shall, therefore, be the policy of this school district that a flag of the United States of America, of appropriate size and appropriately displayed, be in each classroom in each school building. Further, in a similar manner, an outside flag shall be displayed at each building on each day school is in session.

In any assembly or gathering where the flag is to appear on the stage or speaker's stand, it is the teacher or adviser's responsibility to see that the flag appears correctly at the right of the speaker.

Optional

In each school it is permitted that there may be a daily Pledge of Allegiance to the Flag of the United States. Each school shall determine the nature and timing of the observance and shall make sure that students who may wish to participate in the pledge are given a reasonable opportunity to do so.

Animals in the School I 6600

Animals may be brought into the classroom for educational purposes. However, they must be appropriately housed, humanely cared for, and properly handled. Guidelines as established by the American Humane Association, "Care and Management of Animal Visitors at School," will be made available in every school office and media center, and these guidelines are to be adhered to by classroom teachers wishing to have animals in the classroom. Persons bringing animals into the school should receive prior permission from teacher and principal.

1. Teachers are to check on any known allergies existing among students in the classroom, prior to granting permission. If allergies exist, parents must be contacted for further direction.
2. Teachers must assume primary responsibility for the humane proper treatment of any animals in the classroom.
3. Teachers must be aware of state laws regulation sale, distribution, and handling of animals.
4. Only the teacher or students designated by the teacher are to handle the animals.
5. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
6. Teachers must assure responsibility regarding proper care, feeding, and handling of animals.
7. All experiments using live animals must have prior approval of the principal.
8. If a staff member or student has been bitten by an animal where skin has been pierced, the incident must be reported immediately to the school office by the supervising adult. Principals are to assume responsibility to notify public health authorities to impound the animal for observation. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Class Interruptions I 6610

It shall be the responsibility of the principals to reduce the clerical duties of classroom teachers as much as possible and to reduce to a minimum, interruptions of classroom programs.

Driver Education Eligibility Requirements I 6630

Students under the age of 19 should be accountable for academic and attendance standards that regulate participation in driver education programs conducted by the District. To be eligible to enroll in or participate in a driver education course, a student will:

1. Meet the current District standards for student participation in interscholastic athletic competition.
2. Provide evidence that they meet the standards for participation in interscholastic competition.

Students that are deemed not to have met the eligibility requirements may appeal the determination to the Superintendent or may request that the Superintendent grant a waiver from one or more of the requirements, allowing the student to participate in a driver education program through a private contractor.

Students enrolled in another school requesting participation in a driver education course must meet the standards of their school, if established. If none are established, they will meet the requirements listed above.

(See also I 6630-R – Driver Education Enrollment and Procedures.)