

policy

**BOARD OF EDUCATION
DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT**

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INTERSCHOLASTIC ATHLETICS

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5 The Board recognizes the value to the District and community of a program of
6 interscholastic athletics. The primary aim of interscholastic athletic programs in the
7 District is to promote the physical, mental, social, emotional, and moral well-being
8 of all participants. The District does not require legal recognition of a player's
9 transitioned sex in order for transgender players to participate on a team which
10 matches their identity. Any transgender student-athlete who is not taking hormone
11 treatment related to gender transition may participate in sex-separated sports
12 activities in accordance with his or her assigned birth gender. The District will draft
13 appropriate administrative guidelines to set forth the procedure for handling
14 inquiries relating to this policy.
15
16

17 The District believes that it is the purpose of interscholastic athletic programs to
18 provide the benefits of an athletic experience to students as feasible within the
19 District. Interscholastic athletic activities and practice sessions provide
20 opportunities to teach the values of teamwork, competition, discipline, and good
21 sportsmanship. Interscholastic athletic programs also foster growth of school
22 loyalty with the student body as a whole, and stimulate community interest in on
23 interscholastic athletic programs.
24

25 Michigan High School Athletic Association (MHSAA) rules and regulations shall
26 apply to all students participating in interscholastic athletics. The Superintendent
27 and his/her designees shall subscribe to the administrative guidelines of the
28 MHSAA, but maintain responsibility for enforcement of all rules and procedures.
29

30 In alignment with (MHSAA) rules and regulations, the Superintendent and his/her
31 designees shall develop appropriate administrative guidelines for the operation of
32 interscholastic athletic programs, code of conduct, and sportsmanship for students
33 who participate. The District's administrative guidelines shall provide for the
34 following:
35

- 36 A. prior to enrolling in the sport, each participant shall submit to a thorough
37 physical examination by a licensed physician. Parents shall report any past or
38 current health problem(s) along with a physician's statement that any such

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- 39 problem(s) have or are being treated, and pose no threat to the student's
40 participation;
41
42 B. any student who incurs an injury requiring a physician's care is to have
43 approval by a physician prior to the student's return to athletic participation;
44
45 C. female students shall be permitted to compete for a position in all
46 interscholastic athletic activities. If the District has a girls' team in an
47 interscholastic athletic activity, female students shall be permitted to compete
48 for a position on any other team for that activity;
49
50 D. use of a performance-enhancing substance by any student shall be a violation
51 that will affect a pupil's athletic eligibility to participate in the District's
52 interscholastic athletic programs.
53

54 The Superintendent and his/her designees shall develop administrative guidelines
55 for ensuring that sportsmanship, ethics, and integrity characterize the manner by
56 which interscholastic athletic programs are conducted and the actions of students
57 who participate. Such guidelines should include criteria for judging important
58 qualities as well as procedures by which said values shall be communicated to
59 students, parents, and supporters. The behaviors exhibited by said groups shall be
60 monitored to ensure their behaviors reflect high standards.
61

62 Because transferring from one district/school to another bears impact on a student-
63 athlete's eligibility to participate in interscholastic sports, MHSAA member
64 institutions have established rules and administrative guidelines which govern the
65 handling of student athlete transfers. Students transferring into the District who
66 desire to participate in the District's interscholastic athletic programs shall meet
67 MHSAA and District administrative guidelines for eligibility to participate in the
68 District's interscholastic athletic programs.
69

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

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79 schools for any student who transferred from one district/school to another who
80 may wish to participate in the District's interscholastic athletic programs.

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85 M.C.L. 380.1289, 380.1318

86 Good Sportsmanship Campaign, Michigan High School Athletic Association

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DRIVER EDUCATION

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5 The District shall make available a program in driver education for eligible students
6 in order to prepare them for the responsibility for operating a motor vehicle in a
7 proper manner. The District will make known the costs of the program to eligible
8 students wishing to participate.
9

10 The program will consist of two (2) parts. The first segment consists of twenty-four
11 (24) hours of classroom instruction and a minimum of six (6) hours of
12 behind-the-wheel training. The second segment consists of three (3) two-hour
13 classroom sessions designed to teach the young driver defensive driving skills.
14

15 The Superintendent or his/her designees shall establish administrative guidelines
16 that ensure that the District's driver-education program complies with the
17 requirements set forth by the State of Michigan and is of the same quality as the
18 District's other educational programs.
19
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23 M.C.L. 257.306, 257.310e, 257.811, 257.811c
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27 © **NEOLA 1997**
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36 Revised & Adopted: 00/00/00

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PROGRAMS FOR GIFTED AND ADVANCED STUDENTS

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

Gifted and advanced students shall be determined by:

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

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

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

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

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

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41 F career exploration and awareness.

42

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

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49 M.C.L. 380.1282

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STAFF DRESS AND GROOMING

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

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

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

- A. remain physically clean, neat, and well groomed;
- B. dress in a manner consistent with duties and responsibilities that communicates to students a pride in personal appearance;
- C. practice grooming habits in such a way that their hairstyle or dress does not cause a health, safety hazard, and or disrupt work and classroom settings; and
- D. dress in a manner that communicates professionalism to students and the community.

Central office based professional and support staff who interact with members of the public, parents, students, employment applicants, vendors, and community/business leaders shall default to business professional dress with their attire unless the Superintendent and his/her central office designee(s) indicate otherwise. When in doubt, professional staff and support staff employed at the central office shall adhere to a business professional dress code. Men should wear business suits if

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42 possible; however, blazers may be worn with dress slacks. Examples of business or
43 professional clothing include jackets and blazers with matching pants, skirt or
44 dresses. Central office staff adhering to the business professional dress code shall
45 wear slacks/pants, shirts/blouses and other formal combinations.

46
47 Central office staff shall dress conservatively. Revealing clothing should be avoided.
48 Persons employed in the central office shall wear dress shoes. Head wear is not
49 permitted in a business professional dress code unless it is for religious or cultural
50 significance or for occupational purposes.

51
52 Business casual is the minimum level of acceptable casual dress in all other District
53 settings. Employees and contract workers should minimally default to business
54 casual with their attire unless division/department management indicates
55 otherwise. Notwithstanding, business casual is the minimum level of acceptable
56 dress in most District work locations.

57
58 All school based professional and support staff shall minimally maintain a "business
59 casual" dress in order to work comfortably, while projecting a professional image for
60 students, parents, and community members. "Business casual" is a generally
61 accepted dress code standard for the school settings. Appropriate "business casual"
62 dress is typically less formal than traditional business clothing but still professional
63 enough to be appropriate for office and school environments.

64
65 Examples of "business casual" clothing items includes but is not limited to: (1) khaki
66 styled pants, trousers and business casual slacks at least ankle length, (2) pressed
67 dress shirt or blouse (traditional button-down, collared is often appropriate)—a tie is
68 optional and a blazer can also be appropriate, (3) polishable loafers, oxfords and
69 boots for men, and for women pumps, flats, dress sandals and other types of shoes
70 shall adhere to the "business casual" standard.

71
72 Examples of inappropriate "business casual" clothing items include but are not
73 limited to: (1) sweat suits, jogging suits, warm-up suits, wind suits, (2) Yoga
74 pants/exercise leggings, (3) shorts, skirts, and dresses shorter than three inches
75 above the knee (all types)—unless needed to execute assigned duties and
76 responsibilities, (4) casual sandals, "Flip-Flop" thong sandals – plastic, foam, and/or
77 rubber beach type, (5) faded, tattered, frayed, or wrinkled clothing inclusive of denim
78 jeans, (6) casual t-shirts, tube tops, crop tops, off the shoulder tops, spaghetti straps
79 without something over them (7) no midriff, back skin, cleavage or undergarments
80 may show when standing, bending, sitting or stooping, (8) hats or baseball caps,
81 head coverings that do not serve an occupational, cultural or religious purpose or
82 protect from inclement weather and (9) Clothing that is see-through.

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83

84 Wearing workplace-appropriate denim jeans that are free of holes and tears on
85 special event days or occasionally is appropriate. Collared shirts, polo shirts,
86 sweaters, and turtlenecks are appropriate for men and women. T-shirts with school
87 logos that promote school spirit or a university/college going culture shall be
88 considered appropriate attire for the purpose of this policy.

89

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

95

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

100

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

110

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

121

122 Reasonable accommodations shall be made, by the Superintendent and his/her
123 designees for employees who because of a held religious beliefs, cultural heritage, or

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124 medical reasons request a waiver of a particular part of this policy and supporting
125 guidelines for professional and support staff dress and grooming.

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130 Reviewed: 00/00/00

131 Revised & Adopted: 00/00/00

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HEALTH AND WELLNESS

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

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

Schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The Board, however, believes the effort to support students' development of healthy behaviors and habits with regard to health and wellness cannot be accomplished by schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model health and wellness.

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

A. With regard to nutrition education:

1. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
2. Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities.
3. Nutrition education may include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
4. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.

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5. Nutrition education posters and other visual aids based on current research may be displayed in school cafeterias.
 6. Nutrition education shall extend beyond the school by engaging and involving families and the community.
 7. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
 8. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
 9. The District may provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.
- B. With regard to physical activity:
- 1. Physical Education**
 - A. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
 - B. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes and skills necessary to engage in lifelong, health-enhancing physical activity.
 - C. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
 - D. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

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- 79 E. The K-12 program shall include instruction in physical education as
80 well as opportunities to participate in competitive and non-competitive
81 team sports to encourage lifelong physical activity.
82
- 83 F. Planned instruction in physical education shall require students to be
84 engaged in moderate to vigorous physical activity for the majority of
85 scheduled class time.
86
- 87 G. Properly certificated, highly qualified teachers shall provide all
88 instruction in physical education.
89
- 90 H. Planned instruction in physical education shall teach cooperation, fair
91 play, and responsible participation.
92
- 93 I. Planned instruction in physical education shall meet the needs of all
94 students, including those who are not athletically gifted.
95
- 96 J. Planned instruction in physical education shall be presented in an
97 environment free of embarrassment, humiliation, shaming, taunting,
98 or harassment of any kind.
99
- 100 K. Planned instruction in physical education shall include cooperative as
101 well as competitive games.
102
- 103 L. Planned instruction in physical education shall take into account
104 gender and cultural differences.
105
- 106 M. Planned instruction in physical education shall promote participation
107 in physical activity outside the regular school day.
108
- 109 N. Students should not be withheld from physical education for
110 disciplinary purposes or as a consequence for regular classroom
111 misconduct.
112

2. Comprehensive Health Education

- 113
114
115 A. The District will deliver planned, age-appropriate, and sequential
116 instruction in health education as a foundation for the nutrition and
117 physical education components outlined in the District Wellness Policy.
118 Comprehensive health education instruction will assist students in

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119 developing lifelong knowledge, skills, and abilities to improve and
120 sustain a healthy lifestyle. The curriculum should be consistent with
121 national and state standards for health education. The curriculum
122 should develop competencies in the nine core components of health
123 education including: physical education, physical activity, nutrition
124 education, sexual health education, mental, social, and emotional
125 health, personal health/ health services, violence prevention, injury
126 prevention and tobacco, alcohol and other substance abuse prevention.
127

3. Physical Activity

- 128
129
130 A. Physical activity should not be employed as a form of discipline or
131 punishment.
132
133 B. Schools shall encourage families to provide physical activity outside
134 the regular school day, such as outdoor play at home, participation in
135 sports sponsored by community agencies or organizations, and in
136 lifelong physical activities like bowling, swimming, or tennis.
137
138 C. The school shall encourage families and community organizations to
139 institute programs that support physical activity of all sorts.
140
141 D. With regard to other school-based activities:
142
143 1. Schools shall schedule mealtimes so there is minimum disruption
144 by bus schedules, recess, and other special programs or events.
145
146 2. Schools shall provide clean environments in which students may
147 eat.
148
149 3. Students, parents, and other community members shall have
150 access to, and be encouraged to use, the school's outdoor physical
151 activity facilities outside the normal school day.
152
153 4. Schools may provide opportunities for staff, parents, and other
154 community members to model healthy eating habits by dining with
155 students in the school dining areas.
156
157 5. There will be special events and planned activities to encourage and
158 support staff wellness that will be made available to all staff.

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6. The schools may demonstrate support for the health and wellness of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.
 7. Schools in our system will implement systems, processes, and safeguards which eliminate any stigma or identification of students eligible to receive free and/or reduced meals.
 8. Classroom teachers will be encouraged to use physical activity and kinesthetic activities to promote learning.
 9. Teachers should strive to avoid rewarding conduct with food.
- E. With regard to nutrition promotion, foods and beverages marketed or promoted to students on school campus, during the school day, will meet or exceed the USDA Smart Snacks in School nutrition standards. Additionally, the District shall:
1. Encourage students to increase their consumption of healthy foods during the school day;
 2. Provide opportunities for students to develop the knowledge and skills for consuming healthful foods.

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

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

The District's school nutrition program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the USDA Dietary Guidelines for Americans and the USDA

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- 198 Smart Snacks in School nutrition standards, as well as to the fiscal
199 management of the program.
200
- 201 A. Guidelines for reimbursable school meals will not be less restrictive
202 than the guidelines issued by the U.S. Department of Agriculture
203 (USDA).
204
- 205 The sale of foods of minimal nutritional value in food service areas during
206 lunch periods will be strictly prohibited.
207
- 208 B. The sale of foods and beverages to students which do not meet the
209 USDA Dietary Guidelines for Americans and the “USDA Smart Snacks
210 in School” nutrition standards to be consumed on the school campus
211 during the school day is prohibited.
212
- 213 C. All food items and beverages available for sale to students for
214 consumption on the school campus (any area of property under the
215 jurisdiction of the school that is accessible to students during the
216 school day) between midnight and thirty (30) minutes after the close of
217 the regular school day shall comply with the current USDA Dietary
218 Guidelines for Americans and the USDA Smart Snacks in School
219 nutrition standards, including, but not limited to, competitive foods
220 that are available to students a la carte or as entrees in the dining area
221 (except entree items that were offered on the National School Lunch
222 Program (NSLP) or School Breakfast Program (SBP) menu on the day of
223 and the day after they are offered on the NSLP or SBP menu), as well
224 as food items and beverages from vending machines, from school
225 stores, or as fund-raisers, including those operated by student clubs
226 and organizations, parent groups, or boosters clubs.
227
- 228 D. All foods offered on the school campus during the school day shall
229 comply with the current USDA Dietary Guidelines for Americans,
230 including competitive foods that are available to students a la carte in
231 the dining area, as classroom snacks, or from vending machines.
232
- 233 E. All food and beverages that are provided, other than through sale, on
234 the school campus during the school day (which may include
235 classroom snacks, for classroom parties, and at holiday celebrations)
236 shall comply with the current USDA Dietary Guidelines for Americans.
237

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- 238 F. The school shall prepare and communicate to staff, parents, and after-
239 school program personnel a list of snack items that comply with the
240 current USDA Dietary Guidelines for Americans and the USDA Smart
241 Snacks in School nutrition standards.
242
- 243 G. The food service program shall be administered by a director who is
244 properly qualified, certificated, licensed, or credentialed, according to
245 current professional standards.
246
- 247 H. All food service personnel shall receive pre-service training in food
248 service operations.
249
- 250 I. Continuing professional development shall be provided for all staff of
251 the food service program.
252

253 The Board designates the Superintendent as the individual charged with operational
254 responsibility for verifying that the District meets the goals established in this policy.
255

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

- 265
- 266 A. assessment of the current school environment;
267
- 268 B. review of the District's wellness policy;
269
- 270 C. presentation of the wellness policy to the Board for approval;
271
- 272 D. measurement of the implementation of the policy;
273
- 274 E. recommendation for the revision of the policy, as necessary.
275

276 Before the end of each school year the District Wellness Committee may recommend
277 to the Superintendent any revisions to the policy it deems necessary and/or

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278 appropriate. In its review, the Wellness Committee shall consider evidence-based
279 strategies in determining its recommendations. District Wellness Committee
280 members will share best practices, expertise, insights, resources which inform the
281 development of District administrative guidelines and procedures.
282

283 The Superintendent may report annually to the Board on the progress of the
284 Wellness Committee and on its evaluation of policy implementation and areas for
285 improvement, including status of compliance by individual schools and progress
286 made in attaining goals of policy.
287

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

294 42 U.S.C. 1751, Sec. 204

295 42 U.S.C. 1771

296 7 C.F.R. Parts 210 and 220

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302 Approved: 00/00/00

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304 Reviewed: 00/00/00

305 Revised & Adopted: 00/00/00

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MISSION, VISION and CORE VALUES

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

Mission

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

Vision

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

Core Values

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

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

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

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

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

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

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

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EDUCATIONAL OUTCOME GOALS

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

- A. Foundational academic and employability skills for the workplace and skills and attitudes to obtain further education;
- B. an understanding of others, including but not limited to those with social and cultural characteristics different from his/her own and of those with mental or physical disabilities and the ability to engage in responsible personal and/or support relationships with those who are different from one's social or ethnic groups;
- C. use of the knowledge, attitudes, and skills to contribute effectively to the decision-making processes of the political and other institutions of Detroit, the state, nation, and global community;
- D. the capacity to fulfill satisfying and responsible roles in our community and lives;
- E. use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental wellness;
- F. the willingness and ability to apply ethical principles and values to his/her own life;
- G. an understanding of his/her own worth, abilities, potentialities, and limitations;
- H. enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime;
- I. the educational goals specified in individual education program plans (IEPs); and

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- J. use of the knowledge, skills, and understandings necessary to function as a responsible globally oriented citizens and consumers of information.

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

13

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

19

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

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28 Approved: 00/00/00

29 Revised & Adopted: 00/00/00

30 Reviewed: 00/00/00

31 Revised & Adopted: 00/00/00

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EDUCATIONAL PROCESS GOALS

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

- A. instruction, learning, and assessment practices that bear a meaningful relationship to the present and future needs and/or interests of students;
- B. specialized and individualized kinds of educational experiences to meet the needs of each student;
- C. an environment in which any interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;
- D. efficient and effective use of educational resources;
- E. continued professional growth of staff members;
- F. constructive cooperation with parents, volunteers, and community groups; and
- G. a safe and secure learning environment that is disciplined and free of drugs, tobacco, alcohol, and firearms.

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ADOPTION OF COURSES OF STUDY

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

Planning

12
13
14
15 The District advocates a policy of continuous curriculum study. The Superintendent
16 and his/her designees are encouraged to utilize resource personnel in a manner
17 consistent with Board policies. The Superintendent and his/her designees are also
18 encouraged to use District professional and support staff, students, and volunteers
19 in a manner consistent with these policies.

20
21 The Superintendent and his/her designee shall have the responsibility to organize
22 staff in appropriate committees to plan, study, modify, change, or develop a District-
23 wide curriculum.

24
25 In compliance with the Revised School Code, the Board directs the Superintendent
26 and his/her designees to prepare, implement, and supervise courses of instruction
27 for all subject matters and these additional areas as defined by statute:

- 28
- A. the Constitution of the United States and Michigan, and in the history and present form of government of the United States, and Michigan and its political subdivisions;
 - B. the principle modes by which communicable disease is spread and the best methods for the restriction and prevention of these diseases; and
 - C. instruction in physiology and hygiene with special emphasis on drug abuse prevention.

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29

30 The Superintendent shall prepare appropriate guidelines relative to the planning,
31 teaching, and evaluation of these courses.

32

33

34 **Research**

35

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

40

41 **Course Adoption and Deletion**

42

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

44

45 Board shall determine which units of the instructional program constitute courses of
46 study and are thereby subject to the adoption procedures of the Board.

47

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

52

- A. its applicability to students and an enumeration of those groups of students it purports to support;
- B. the intended learning objective(s), defined in terms of how the learning is applied;
- C. its scope and sequence, as well as a statement of the rationale used to determine the amount and type of instructional time needed to accomplish the curricular objectives at each level; and
- D. its justification in terms of the goals of the District, especially when it is proposed to take the place of an existing course of study;
- E. the resources that its implementation will require, including instructional materials, equipment, professional learning, etc.; and

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- F. the plan for its continuous assessment which includes criteria and standards.

53

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

58

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

64

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

70

71 As required for State certification, the Superintendent and his/her designees shall
72 ensure that the appropriate amount of instruction time is allocated to each course of
73 study that comprises the program of each school. The allocation of time is to be
74 determined by the Superintendent, his/her designees, and appropriate members of
75 school based professional and support staff and shall be justified in terms of the
76 amount of time needed for students to accomplish the curriculum objectives of the
77 core curriculum as well as the District's educational outcomes.

78

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

83

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

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90
91 M.C.L. 380.1164b, 380.1166, 380.1168, 380.1169, 380.1277, 380.1278, 380.1282,
92 388.1621
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96 © **NEOLA 2009**
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1 STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

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

15
16 Further, parents with limited English proficiency shall not be excluded from, or
17 denied the benefits of full participation in the District's educational programs and
18 activities. The District shall provide language assistance services (written translation
19 and oral interpretation) to parents with limited English proficiency in a language
20 they understand so that they are adequately notified of programs and activities that
21 are called to the attention of other parents and have meaningful access to District
22 programs and activities (also see Policy 2260).

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26 20 U.S.C. 1701 et seq.
27 42 U.S.C. 2000d
28 20 U.S.C. 630 I et seq.

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32 © **NEOLA 2003**

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COURSE GUIDES

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

M.C.L. 380.1282

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CORE CURRICULUM

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

15
16 All schools in the district shall use the district adopted core curriculum to ensure
17 consistent implementation of best practice and supports for transience of students
18 across district schools. Should a school be granted the opportunity to use a
19 curriculum outside the district adopted curriculum it will be solely to support (a)
20 unique and/or innovative programming of the school and/or (b) supplementation of
21 the core curriculum.

22
23 Should the core curriculum vary from the State model, the description of the core
24 curriculum is to be accompanied by an explanation of the District's variations from
25 the model and shall verify that no attitudes, beliefs, or value systems are included in
26 the curriculum that are not essential in the legal, economic, and social structure of
27 our society and to the personal and social responsibility of citizens of our society.

28
29 The Superintendent's guidelines shall provide for an explanation of the means by
30 which the core curriculum will be implemented and evaluated based on the K - 12
31 Program Standards of Quality established by the State Board of Education.

32
33 The administrative guidelines shall also assure each student a fair opportunity to
34 achieve the academic outcomes established for the core curriculum. Such
35 guidelines should ensure that instruction in each area of the core curriculum
36 focuses on the learning processes students need to use to achieve the academic
37 outcomes and should provide procedures for special assistance to students who are
38 not achieving the outcomes.

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41
42 M.C.L. 380.1204(a), 380.1278

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53 Revised & Adopted: 00/00/00

54 Reviewed: 00/00/00

55 Revised & Adopted: 00/00/00

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CONTROVERSIAL ISSUES

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

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

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion.

The Board will allow the introduction and proper educational use of controversial issues, as part of curriculum or course of study, provided that their use in the instructional program:

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

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

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. When controversial issues have not been specified in the course of study, the Board shall permit the instructional use of only those issues which have been approved by the Superintendent and his/her designees.

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31 In the discussion of any issue, a teacher may express a personal opinion, but shall
32 identify it as such, and must not express such an opinion for the purpose of
33 persuading students to his/her point of view.
34

35 The Board recognizes that a course of study or certain instructional materials may
36 contain content and/or activities that some parents find objectionable. If after
37 careful, personal review of the program lessons and/or materials, a parent indicates
38 to the school that either content or activities conflicts with his/her religious beliefs
39 or value system, the school will honor a written request for his/her child to be
40 excused from particular classes for specified reasons. The student, however, will not
41 be excused from participating in the course or activities mandated by the State and
42 will be provided alternative learning activities during times of parent requested
43 absences.
44

45 The Superintendent and his/her designees shall develop administrative guidelines
46 and shall provide training for professional personnel to constructively handle
47 controversial issues.
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53 Approved: 00/00/00
54 Revised & Adopted: 00/00/00
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56 Revised & Adopted: 00/00/00

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ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

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The Board is committed to providing an equal opportunity for all students, regardless of race, color, national origin, sex, (including sexual orientation or transgender identity), disability, age, religion, height, weight, citizenship, ancestry, genetic information, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

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

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

B. Staff Training

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

C. Student Access

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

D. District Support

verify that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

11

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12

E. Student Evaluation

verify that assessments, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race, color, creed, gender, or national origin.

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19 Revised & Adopted: 00/00/00

20 Reviewed: 00/00/00

21 Revised & Adopted: 00/00/00

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TITLE I SERVICES

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

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

A. Assessment

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

B. Scope

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

C. Participation

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

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15

D. Comparability of Services

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

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

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

E. Professional Development

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

- A. involve parents in the training, when appropriate;
- B. combine and consolidate other available Federal and District funds;
- C. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
- D. allocate part of the staff development to the following types of strategies:

16

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- i. performance-based student assessment;
 - ii. use of technology;
 - iii. working effectively with parents;
 - iv. early childhood education;
 - v. meeting children's special needs; and
 - vi. fostering gender-equitable education.
- E. provide opportunities for paraprofessionals to work toward certification as professional educators.
- F. Simultaneous Services

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

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20 U.S.C. 6301 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.

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LATCH-KEY and TUTORING PROGRAMS

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

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

- A. through the use of District staff and facilities; and
- B. by contracting facility use by outside latch-key program operators.

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

- A. facilities, if currently used for other purposes;
- B. utilities furnished in conjunction with the program; and
- C. transportation by regular school buses.

The Superintendent shall establish administrative guidelines that will ensure that:

- A. prior to the creation and approval of any latch-key program, parents and other members of the community are provided an opportunity to make recommendations on the operation and funding of the program;
- B. programs and services are available to participating students both prior to the start of the regular school day and after school. The time periods should be scheduled so that a student may participate from the time s/he leaves a supervised environment until s/he may return to one;

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- C. the major emphasis is on providing educational programs and activities that help the students learn how to function more effectively as learners in the school setting while, at the same time, coping better with the out-of-school factors that are interfering with their educational program;
- D. adequate attention is given to ensuring the students are being clothed and fed properly, exercising regularly, and learning how to maintain good physical and mental health;
- E. any organization(s) contracted with to provide these programs has acquired adequate liability insurance and is maintaining appropriate adult-child ratios, providing quality child care, and, in general, complying with guidelines established by the State and the District;
- F. parents are notified about the program and the procedures for enrollment; and
- G. there is continuing assessment of the effectiveness of the program by staff, participating parents, and other concerned members of the public.

23

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

27

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

30

- 31 A. prioritize the District's offer of tutoring for students at no charge;
- 32 B. not arrange to tutor for a fee, nor solicit for a private school, any student
33 currently enrolled in his/her classes;
- 34 C. not tutor any student for a fee during regular working hours of the employee
35 nor on District premises;
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39 D. if a fee will be charged for tutoring students other than those enrolled in the
40 tutor's classes, the tutor must make arrangements with the parents for the fees
41 to be charged; and
42

43 E. not grant credit for tutoring.
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49 Approved: 00/00/00

50 Revised & Adopted: 00/00/00

51 Reviewed: 00/00/00

52 Revised & Adopted: 00/00/00

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RELIGION IN THE CURRICULUM

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

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

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

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

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

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

policy

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PHYSICAL EDUCATION

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

11
12 The District shall establish and provide physical education for students. The
13 District's physical education program shall have a curriculum aligned with the
14 Michigan K-12 Physical Education Content Standards and taught by a certified
15 physical education teacher where possible. The District's program shall have
16 instructional periods totaling 150 minutes per week for elementary and 225 minutes
17 per week for middle and high school.

18
19 The District shall provide daily opportunities for unstructured physical activity,
20 commonly referred to as recess, for all students in Pre-K through grade eight, for at
21 least 30 minutes. Recess should be in addition to physical education class time and
22 not be a substitute for physical education. Each school shall provide proper
23 equipment and a safe area designated for supervised recess in the elementary
24 setting. School staff should not withhold participation in recess from students or
25 cancel recess to make up for missed instructional time.

26
27 Provisions shall be made at all levels to excuse individual students from specific
28 activities if direction to do so is received, in writing, from the student's physician.

29
30 Students may be excused from specific activities if those activities are contrary to
31 their religious beliefs. A request to excuse a student from such activities must
32 be received in writing from the student's parent or from the eligible student.

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36 © NEOLA 2012

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40 MCL 380.1502

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ON-LINE/BLENDED LEARNING PROGRAM

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

Definitions:

- A. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part in a classroom with a teacher, and in part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.
- B. **Student Eligibility** - Students eligible for the District on-line/blended learning program must be currently enrolled in a course or grade with a district selected blended learning program.
- C. **Course Availability and Access** - The District shall provide access to enroll and participate in the available programs. Access shall be available to eligible students during or after the school day and during summer school enrollment. If available, the District will ensure single sign on of Blending Learning Programs for students to ensure ease of access. The District shall provide information annually to students and parents regarding available Blended Learning resources and ensure links are available on the website for ease of access.

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M.C.L. 388.1621f
Michigan Department of Education Guidance on Best Practices as Defined in
M.C.L. 388.1622f

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30 Revised & Adopted: 00/00/00

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PROHIBITION OF REFERRAL OR ASSISTANCE

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

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

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

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

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

M.C.L. 388.1766, MCL 380.1507

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REPRODUCTIVE HEALTH

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The District believes that provision should be made for students to receive instruction in reproductive health. "Reproductive health" shall be defined as that state of an individual's well-being which involves the reproductive system and its physiological, psychological, and endocrinological functions.

In addition, students are to be provided instruction in the recognition, prevention, and treatment of communicable diseases, such as sexually transmitted diseases, Hepatitis B Virus (HBV), and HIV; and the use of abstinence from sex as a responsible method for restriction and prevention of such diseases.

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

A citizens advisory committee shall be established to ensure the effective participation of parents and community groups in the design and implementation of this program area

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

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

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

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**BOARD OF EDUCATION
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36 described above. Such hearings shall be conducted in compliance with
37 applicable State laws.

38

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41 M.C.L. 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b, 388.1766

42 A.C. Rule 388.273

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1
2 CRITICAL HEALTH PROBLEMS AND COMPREHENSIVE SCHOOL HEALTH
3 EDUCATION
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7 The District, in compliance with state law, shall adopt a comprehensive program of
8 health education, known as the Michigan Model for Comprehensive School Health
9 Education which shall prepare students to maintain good health and enable them to
10 adapt to changing health problems of our society.

11
12 Aligned with the Michigan Model for Health, students in grades K-12 will receive
13 instruction in Social and Emotional Health, Nutrition and Physical Activity, Safety,
14 Alcohol, Tobacco and Other Drugs, Character Development and Personal Health and
15 Wellness. Students in grades 4th – 6th will receive instruction in HIV Education and
16 students in grades 7th – 12th will receive additional instruction in Sexually Transmitted
17 Infections and Emergency Preparedness.

18
19 The District recognizes that health programs, like others the District offers, may
20 contain content and/or activities that some parents find objectionable. The District
21 shall notify parents in advance of instruction and give parents an opportunity to
22 review the materials that shall be used.

23
24 The Superintendent or his/her designee shall prepare administrative guidelines that
25 will ensure:
26

- A. the health education program includes appropriate learning experiences for all covered topics;
- B. periodic evaluation of student understanding; and
- C. continual analysis of the effectiveness of the programs and the accuracy, completeness, and relevancy of the information and instructional procedures.

27 In implementing these programs, the Superintendent and his/her designees shall use
28 the resources he/she deems appropriate.
29

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

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DISTRICT-SPONSORED CLUBS AND ACTIVITIES

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

7
8 The purpose of curricular-related activities shall be to enable students to explore a
9 wider range of individual interests than may be available in the District's courses of
10 study but are directly related to accomplishing the educational outcomes for
11 students.

12
13 For purposes of this policy, curricular-related activities are defined as those
14 activities in which:

- 15
- A. the subject matter is actually taught or will be taught in a regularly offered course; or
 - B. the subject matter concerns the District's composite courses of study; or
 - C. participation is required for a particular course; or
 - D. participation results in academic credit.

16
17 Such activities, as well as extra-curricular activities not directly related to courses of
18 study, may be conducted on or off school premises by clubs, associations, and
19 organizations of students sponsored by the Board, and directed by a staff advisor.

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

23
24 Students shall be fully informed of the district-sponsored curricular-related
25 activities available to them and of the eligibility standards established for
26 participation in these activities. District-sponsored activities shall be available to all
27 students who elect to participate and who meet eligibility standards.
28

policy

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29 The District shall allow nondistrict-sponsored student clubs and activities to occur
30 during noninstructional time and must meet community use guidelines. The
31 Board, however:
32

- A. will not assume any responsibility for the planning, conduct, or evaluation of such activities;
- B. will not provide any funds or other resources; and
- C. will not allow any member of the District's staff to assist in planning, conducting, or evaluating such an activity during the hours s/he is functioning as a member of the staff.

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

36
37 The Superintendent or his/her designees shall prepare administrative guidelines to
38 implement a program of curricular-related clubs and activities. Such guidelines
39 should ensure that the needs and interests of the students are properly assessed
40 and procedures are established for continuing evaluation of each club and activity.

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42 © **NEOLA 2008**

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47 Approved: 00/00/00
48 Revised & Adopted: 00/00/00
49 Reviewed: 00/00/00
50 Revised & Adopted: 00/00/00

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SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

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

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

- A. Any suggested activity must be presented to the Superintendent and his/her designees, in writing, at least five (5) days prior to the planned starting date.
- B. Each request must include:
 - i. the purpose of the activity;
 - ii. the students for whom the activity is planned;
 - iii. the intended learning outcomes;
 - iv. an explanation of how the intended learning outcomes contribute to the accomplishment of District goals;
 - v. the names and qualifications of those community volunteers who will be participating in any aspect of the activity;

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- vi. the number of hours and total duration of the activity; and
- vii. an itemization of the District resources (staff, facilities, equipment, etc.) that will be needed and their estimated cost.

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

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

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COMMUNITY AND ADULT EDUCATION

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

12
13 With regard to community education, the District shall provide programs in the day
14 and evening for the purpose of meeting the vocational, cultural, and
15 enrichment/leisure interests of the community as well as child care and
16 developmental preschool needs of the community.

17
18 Community education shall work with the business community in providing
19 programs for the purpose of meeting the business and vocational/technical training
20 and retraining needs of the local work force, including but not limited to business
21 and vocational education programs and partnerships.

22
23 With regard to adult education, the District may also provide a basic high school
24 continuation program for anyone over the age of sixteen (16) who is not attending
25 high school in the schools of this District as an opportunity to complete the
26 requirements for a high school diploma as well as attain job training and
27 employability skills. Through adult education, the District shall provide enrichment,
28 remedial, and/or advanced credit classes for anyone attending any of the District's
29 high schools. The Board may also provide a general education development program
30 (GED) for students eighteen (16) years of age and older in our District.

31
32 The Board may also maintain an English as a second Language program of
33 instruction for the benefit of foreign-born residents of the District and an adult basic
34 education program for anyone over the age sixteen (16) who is not attending high
35 school in the schools of this District as an opportunity for remediation and/or
36 advancement into a high school completion or job training program.

37
38 The Superintendent and his/her designee(s) shall develop and implement
39 administrative guidelines whereby schools are available to residents of the District

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40 for the above-stated purposes and such programs have access to the District's
41 facilities and its instructional equipment, materials, and supplies.

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50 Approved: 00/00/00

51 Revised & Adopted: 00/00/00

52 Reviewed: 00/00/00

53 Revised & Adopted: 00/00/00

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EXCEPTIONAL STUDENT EDUCATION

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

11
12 The District shall enter into an agreement with Wayne RESA to provide a
13 comprehensive, free, and appropriate educational program to meet the individual
14 needs of eligible exceptional students with disabilities ages zero (0) through twenty-
15 six (26) that complies with Federal and State laws and guidelines.

16
17 The Superintendent and his/her designee shall prepare necessary administrative
18 guidelines to ensure effective implementation of the exceptional education programs.

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22 M.C.L. 380.1751
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29 Approved: 00/00/00
30 Revised & Adopted: 00/00/00
31 Reviewed: 00/00/00
32 Revised & Adopted: 00/00/00

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LEAST RESTRICTIVE ENVIRONMENT

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4 It is the philosophy and position of the Board and its administration that the
5 primary responsibility for the administration and delivery of exceptional education
6 programs and services should be within the District and at the school a student
7 would regularly attend, whenever appropriate.
8

9 The District endorses a commitment to the provision of a continuum of exceptional
10 education programs and services to students with disabilities within the District.
11

12 Further, the Board endorses a commitment to the provision of a continuum of
13 exceptional education programs and services to disabled students in cooperation
14 with the Wayne RESA Intermediate School District. Placement options shall follow a
15 continuum of services model to ensure that each student with a disability is
16 provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive
17 Environment (LRE). To that end, every attempt will be made to first serve students
18 with a disability in the context of a regular education classroom with their same
19 aged non-disabled peers.
20

21 Other more restrictive environments shall be considered only when placement in a
22 regular class has been documented by the Individualized Education Plan (IEP) Team
23 to be inappropriate for the student's educational needs.
24

25 The administration and delivery of exceptional education programs and services
26 should be within the District and at the school at which a student would regularly
27 attend, unless determined otherwise by a student's IEP Team.
28
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34 IDEA, 20 U.S.C. 1400 et seq.
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SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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4
5 The Board of Education shall provide instructional materials and equipment, within
6 budgetary constraints, to implement the District's educational goals and objectives
7 and to meet students' needs. The primary objective of such instructional materials
8 and equipment shall be to enrich, support, and implement the educational program
9 of the school.

10
11 The Superintendent and his/her designees shall develop administrative guidelines
12 for the selection and maintenance of all educational and instructional materials and
13 equipment. In addition, the Superintendent and his/her designees shall
14 periodically, provide for a systematic review, by the Board, of the District's
15 educational resources in order to ensure that they are appropriate for the current
16 educational program. Any revisions that occur should be a result of the
17 school-improvement process.

18
19 Students shall be held responsible for the cost of replacing any materials or
20 properties which are lost or damaged through their negligence. Cost of materials
21 may be charged for materials used in those activities beyond the basic curriculum in
22 which a student elects to participate, where the product becomes the property of the
23 student.

24
25 Materials and equipment shall be procured in accordance with applicable State law
26 and regulations.

27
28 M.C.L. 380.1274, 380.1277
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34 Approved: 00/00/00

35 Revised & Adopted: 00/00/00

36 Reviewed: 00/00/00

37 Revised & Adopted: 00/00/00

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STUDENT ASSESSMENT

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

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

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

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

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

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

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approved by the Michigan Department of Education;

- C. criterion-referenced assessments and examinations, which may be locally developed; such assessments will be aligned to applicable standards for the content being assessed; such assessments may include the use of a variety of strategies such as formal assessment, individual and group student performances, projects, presentations, and portfolios; written and oral demonstrations which incorporate a variety of question types (e.g., multiple choice, essay, constructed response, open-ended, selected response); evaluation data/results (grades, marks) shall reflect individual student performance;
- D. selection of assessment instrument(s), data, and other District criteria that will be used to assess educational achievement of each student in such subjects and grades as may be required by State or Federal law, policy, or rule; and
- E. Selection of assessment instrument(s), data, and other District criteria that will be used to assess students in the areas of: Individualized Education Program (IEP) or Section 504 goals; progress toward and/or attainment of college and career readiness; such tools may include aptitude tests, achievement tests, vocational inventories, and/or tests of specific mental or physical abilities.

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

19 The District requires that:
20

- A. any assessment tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 - 1. political affiliations of the student or his/her family;
 - 2. mental and psychological problems potentially embarrassing

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to the student or his/her family;

3. sexual behavior, attitude, and/or orientation of the student or his/her family members;
4. illegal, anti-social, self-incriminating, and demeaning behavior of the student or his/her family members;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally-recognized, privileged and analogous relationships, such as those of lawyers, physicians, and clergymen; and
7. income or financial status of the student or his/her family without the prior consent of the adult student or without the prior written consent of the parent.

B. any personality testing complies with Department of Education guidelines.

21 The Board also requires that:
22

1. tests be administered by persons who are qualified under State law and regulation;
2. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;
3. students enrolled in grades (or grade-equivalents), subjects, or groups which qualify for required District, State, regional, or Federal testing shall participate in such testing unless excluded or excused under the guidelines established for those tests;
4. students who have not attained satisfactory scores on required State assessments, Federal assessments, or District-required college or career readiness assessments will be provided opportunities for special assistance with the goal of bringing students up to at least the proficient level;

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

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

26

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

32

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

42

- A. the student has taken the complete Michigan Merit Examination;
- B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination;
- C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk;
- D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied; and

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

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46 M.C.L. 380.1278a, 380.1279g, 380.1280b, 380.1280f

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51 © **NEOLA 2017**

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57 Approved: 00/00/00

58 Revised & Adopted: 00/00/00

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60 Revised & Adopted: 00/00/00

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STATE AID INCENTIVES

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

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

At Risk Funding

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

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

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

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

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44 Reviewed: 00/00/00

45 Revised & Adopted: 00/00/00

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NEPOTISM

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4 An applicant for any position in the District, or any employee seeking a
5 promotion or transfer, shall be considered solely on the basis of respective
6 qualifications for such position regardless of whether the applicant or
7 employee is or is not related by blood, marriage, law, or other
8 relations/connection established by living in the same house of any member
9 of the Board or to any employee of the District, except as otherwise provided
10 herein.
11

Definitions

Related/Relative:

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

Directly Supervise:

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

Recommendation for Appointment, Employment, Promotion, Transfer, Change of Assignment, Advancement, Dismissal, or Evaluation:

This term shall apply to those situations in which an individual has responsibility for making advisory recommendations, including recommendations for parent associations and school committees, etc. Such terms shall not apply to employee nominations or dismissal recommendations of the Superintendent to the Board.

Evaluation:

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

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

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

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

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

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

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

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

39 The prohibitions herein regarding employment shall not apply to persons
40 occupying positions in the District that, on the effective date of this policy,
41 are in violation of such prohibitions. However, the provisions of the policy
42 shall be applicable to any subsequent promotions, transfers, or other
43 personnel actions which would violate the provisions of this policy. Lastly,

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44 corrective measures shall be taken if an employee is now the supervisor of a
45 relative.

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51 Approved: 00/00/00

52 Revised & Adopted: 00/00/00

53 Reviewed: 00/00/00

54 Revised & Adopted: 00/00/00

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GUIDANCE AND COUNSELING

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

- A. assist students in achieving their optimum growth;
- B. enable students to draw the greatest benefit from the offerings of the instructional program of the schools;
- C. assist students in career awareness and planning and in the selection of appropriate postsecondary educational opportunities;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school; and
- D. help students learn to make their own decisions and solve problems independently.

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

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- G. provides that an appropriate amount of time and effort shall be given to providing guidance and counseling services to those

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

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46 H. establishes a referral system which utilizes all the aid the schools
47 and community offer, guards the privacy of the student, and
48 monitors the effectiveness of such referrals.
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52 M.C.L. 380.1233A

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57 Approved: 00/00/00
58 Revised & Adopted: 00/00/00
59 Reviewed: 00/00/00
60 Revised & Adopted: 00/00/00

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COPYRIGHTED WORKS

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5 The District directs its staff to abide by all copyright laws. The District recognizes
6 that Federal law applies to public school districts and that staff must, therefore,
7 avoid acts of copyright infringement under penalty of law.
8

9 In order to help the staff abide by the laws set forth in Title 17 of the United States
10 Code, the Board directs the Superintendent and his/her designee to provide
11 information regarding the copying and distribution of copyrighted materials for
12 instructional purposes.
13

14 Because the Board hosts a web site and stores information on it at the direction of
15 users, it is classified as an on-line service provider for copyright purposes. In order
16 to limit the Board's liability relating to material/information residing, at the
17 direction of a user, on its system or network, the Board directs the Superintendent
18 to annually appoint a designee as the agent to receive notification of claimed
19 infringement. A link to the agent's name, mailing address, telephone number, fax
20 number, and e-mail address shall appear on the home page of the Board's web site.
21 Such contact information, along with the appropriate filing fee, shall also be
22 provided to the Copyright Office of the Library of Congress.
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24 The agent shall be responsible for investigating and responding to any complaints.
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28 17 U.S.C. 101 et seq.
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32 © **NEOLA 2002**
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