AGENDA

1. Call to Order (7:00 p.m.)
   1. 1. Roll Call
   1. 2. Pledge of Allegiance
   1. 3. Approval of Agenda

2. Ferndale Student Representatives
   2. 1. Zoe Butters-FHS-12th
   2. 2. Nya Williams-UHS-12th
   2. 3. Kai Walker-FHS-11th
   2. 4. Zhane Ingram-UHS-11th

3. Presentation of Superintendent's Excellence Award - Honor Leininger

4. Eagle of the Month - Jason Naumann

5. Presentation of Building-Katherine Jeffrey, Principal at FUEL (Strategic Plan and Physical, Mental, and Nutritional Wellness)

6. Public Comment – 3 minutes per speaker, with any time needed over 30 minutes to be added to the end of the meeting

7. Consent Agenda
   7. 1. Request to Approve Minutes of Regular Meeting-November 18, 2019 3
   7. 2. Request to Approve Minutes of Special Meeting-December 2, 2019 5
   7. 3. Request to Approve Minutes of Special Meeting-October 7, 2019 7
   7. 4. Request to Approve Bills & Accounts-November 9
   7. 5. Request to Approve Resignations and New Hires 17
   7. 6. Request to Approve the Head Start Director's Report 18

8. Action Agenda Items
   8. 1. Request to approve the FPS Student Code of Conduct and Student/Family Handbook 23
8.2. Request to approve Ferndale Middle School Library Book Purchases
8.3. Request to approve of 1st Amendment to Budget 2019-2020
8.4. Request to approve Second Read NEOLA Policy Volume 34, Number 1
8.5. Request to Approve Epic MRA (15 minute survey)

9. Informational Items
   9.1. Budget to Actual Report

10. Consideration of any pulled Consent Agenda Items

11. Next Special Board Meeting (Committee of the Whole)- January 13, 2020
12. Next Regular Board Meeting- Monday, January 27, 2020
13. Eagles Points of Pride/Comments
14. Request to go into closed session to update the Board on the UAW negotiations
15. Adjournment

This notice is given in compliance with Act. No. 267 of the Public Acts of Michigan, 1976

Nancy Kerr-Mueller

NANCY KERR-MUELLER, SECRETARY BOE
The Regular Meeting of the Ferndale Public Schools Board of Education was called to order by Jackie Hart, President at 7:02 p.m. in the FHS Media Center (The Nest)

**Board Members Present:** President Hart; Vice-President Davisson, Secretary Kerr-Mueller Trustee LaTosch, Trustee O'Donnell Trustee Ibrahim

**Board Members Absent:** Treasurer Dukhie

**Administrators Present:** Superintendent Bazzi, Asst. and Superintendent of Finance Hoover

### 20-39 CONSIDER APPROVAL OF November 18, 2019 REGULAR BOARD MEETING AGENDA (1.3)

The Agenda was approved and submitted as written

### 20-40 CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (7.1, 7.2, 7.3 and 7.4)

It was MOVED by Ms. Ibrahim and SECONDED by Mr. O'Donnell that the Board approved the consent agenda items as presented by a unanimous vote.

7.1. Request to Approve Minutes of the Regular Meeting-October 21, 2019  
7.2 Request to Approve Bills & Accounts for October  
7.3 Request to Approve Resignations and New Hires  
7.4 Request to Approve the Head Start Director’s Report

**VOTE**  
Ayes: 6  
Nays: 0

### 20-41 CONSIDER APPROVAL OF THE SECOND SEMESTER SoC (UHS and TCEC) (8.1)

It was MOVED by Mr. Davisson and SECONDED by Ms. Kerr-Mueller that the Board approve the Second semester SoC (UHS and TCEC).

**VOTE**  
Ayes: 6  
Nays: 0
CONSIDER APPROVAL OF FOOD SERVICE EQUIPMENT (8.2)

It was MOVED by Mr. O'Donnell and SECONDED by Ms. LaTosch that the Board approve the Food Service Equipment.

VOTE Ayes: 6 Nays: 0

CONSIDER APPROVAL OF THE BID FOR FERNDALE HIGH SCHOOL GYMNASIUM SOUND SYSTEM (8.3)

It was MOVED by Ms. Kerr-Mueller and SECONDED by Mr. O'Donnell that the Board approve the Bid for Ferndale High School Gymnasium Sound System.

VOTE Ayes: 6 Nays: 0

ADJOURNMENT (14)

The Regular Meeting of November 18, 2019 was adjourned at 8:01 p.m.

______________________________
Jackie Hart, President

______________________________
Nancy Kerr-Mueller, Secretary
The Special Meeting of the Ferndale Public Schools Board of Education was called to order by Mike Davisson, Vice-President at 5:59 p.m. in the FHS Main Conference Room.

**Board Members Present:** President Hart, Vice-President Davisson, Secretary Kerr-Mueller, Treasurer Dukhie, Trustee Ibrahim, Trustee O'Donnell,

**Board Members Absent:** Trustee LaTosch

**Administrators Present:** Superintendent Bazzi

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**20-45 CONSIDER APPROVAL OF December 2, 2019 SPECIAL BOARD MEETING AGENDA (1.2)**

The Agenda was approved and submitted without modifications.

**20-46 CONSIDER APPROVAL OF THE MARCH 2020 CALL TO ELECTION (2.1)**

It was *MOVED* by Ms. Kerr-Mueller and *SECONDED* by Ms. Dukhie that the Board approve the March 2020 Call to Election.

**VOTE**

Ayes: 6  Nays: 0

**20-47 CONSIDER APPROVAL OF THE HEADLEE OVERRIDE CALL TO ELECTION (2.2)**

It was *MOVED* by Ms. Ibrahim and *SECONDED* by Mr. O'Donnell that the Board approve the Headlee Override Call to Election.

**VOTE**

Ayes: 6  Nays: 0

**20-48 ADJOURNMENT (5)**

The Special Meeting of December 2, 2019 was adjourned at 6:06 p.m.
Jackie Hart, President

Nancy Kerr-Mueller, Secretary
The Special Meeting of the Ferndale Public Schools Board of Education was called to order by Jackie Hart, President at 6:01 p.m. in the FHS Main Conference Room.

**Board Members Present:** President Hart, Vice-President Davisson, Treasurer Dukhie, Trustee Ibrahim

**Board Members Absent:** Secretary Kerr-Mueller, Trustee O'Donnell, Trustee LaTosch

**Administrators Present:** Superintendent Bazzi

### 20-27 CONSIDER APPROVAL OF October 7, 2019 SPECIAL BOARD MEETING AGENDA (1.2)

The Agenda was approved and submitted without modifications.

### 20-28 CONSIDER APPROVAL OF AFSCME CONTRACT (2.1)

It was *MOVED* by Ms. Ibrahim and *SECONDED* by Mr. Davisson that the Board approve the AFSCME Contract.

**VOTE**  
Ayes: 4  Nays: 0

### 20-29 ADJOURNMENT (5)

The Special Meeting of October 7, 2019 was adjourned at 6:03p.m.

______________________________

Jackie Hart, President

______________________________

Nancy Kerr-Mueller, Secretary
FERNDALE PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
October 7, 2019

MINUTES

The Special Meeting of the Ferndale Public Schools Board of Education was called to order by Jackie Hart, President at 6:04 p.m. in the FHS Main Conference Room.

Board Members Present: President Hart, Vice-President Davisson, Secretary Kerr-Mueller, Treasurer Dukhie, Trustee Ibrahim, Trustee LaTosch

Board Members Absent: Trustee O'Donnell

Administrators Present: Superintendent Bazzi

20-30 CONSIDER APPROVAL OF October 7, 2019 SPECIAL BOARD MEETING AGENDA (1.2)

The Agenda was approved and submitted without modifications

20-31 CONSIDER APPROVAL TO GO INTO CLOSED SESSION TO DISCUSS SUPERINTENDENT’S GOALS FOR 2019-2020 SCHOOL YEAR (5)

It was MOVEd by Mr. Davisson and SECONDed by Ms. Kerr-Mueller that Board approve the recommendation to go into closed session to discuss the Superintendent’s Goals for 2019-2020 school year at 7:48pm.

VOTE    Ayes: 6    Nays: 0

20-32 ADJOURNMENT (6)

The Special Meeting of October 7, 2019 was adjourned at 8:15 p.m.

_____________________________________________________
Jackie Hart, President

_____________________________________________________
Nancy Kerr-Mueller, Secretary
MEMORANDUM

To: Dania Bazzi, Superintendent
From: Nancy Hoover, Assistant Superintendent for Finance
Date: 12/9/2019
Re: November 2019 Check Register/Electronic Payable Report

Attached is the check register and electronic payable transaction list for November 2019 for the approval of the Board of Education.

The disbursements by fund are below.

**November 2019 Check Register Disbursements:**

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<td>VANDYGH BOTTLED WATER COMPANY, INC</td>
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**Check Date from 11/1/2019 to 11/30/2019**

**Check Register by Fund**

**Forward Park Schools**
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</tr>
<tr>
<td>1/1/09</td>
<td>MANHEISEL KELTY</td>
<td>2100.00</td>
<td>11/30/2019</td>
</tr>
<tr>
<td>1/1/09</td>
<td>DECA MAINS MEMBER</td>
<td>4630.00</td>
<td>11/30/2019</td>
</tr>
<tr>
<td>1/1/09</td>
<td>B &amp; D CLASSIC SEVEN</td>
<td>4000.00</td>
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<tr>
<td>12/00/08</td>
<td>ANN ARBOR HANDS ON MUSEUM</td>
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<td>11/30/2019</td>
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<tr>
<td>12/00/08</td>
<td>ABSORPTIVE WATER COMPANY</td>
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<td>11/30/2019</td>
</tr>
<tr>
<td>12/00/08</td>
<td>XANADU BOTTLED WATER COMPANY, LTD.</td>
<td>2000.00</td>
<td>11/30/2019</td>
</tr>
<tr>
<td>12/00/08</td>
<td>STAPAGNOLO, NICOLAS</td>
<td>9900.00</td>
<td>11/30/2019</td>
</tr>
<tr>
<td>12/00/08</td>
<td>OAKLAND COUNTY HEALTH DIVISION</td>
<td>13554.00</td>
<td>11/30/2019</td>
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**Fund: 410 Total:**
- 294671.98
- 9796.43
- 990.00
- 26958.15
- 9200.00
- 20000026.2
- 696000317

**Fund: 410 Total:**
- 1861943.95
- 41970.64
- 184224.99

**Check Register by Fund**

**Ferndale Public Schools**
16


Personnel Items for Consent Agenda 12/16/19

I. Resignations / Retirements / Terminations

II. New Hires
   a. Miya Earnest, Special Ed Paraprofessional at FECC, UAW

III. Leave of Absence

IV. Layoffs

V. Transfers
   a. Andrea Brown, FMS to Lower Elementary, UAW
# Ferndale Head Start Monthly Director's Dashboard Report

**November, 2019**

## Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Funded Enrollment</th>
<th>66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Enrollment</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Cumulative Enrollment</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Vacancies w/in 30 Day Grace Period</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>% Full</td>
<td>98%</td>
<td></td>
</tr>
<tr>
<td># on Waitlist</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Children Dropped from Program this Month</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cumulative Program Drops</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

## Health & Nutrition

<table>
<thead>
<tr>
<th></th>
<th>Physical Exams Complete/Current</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hearing Exams Complete/Current</td>
<td>61</td>
</tr>
<tr>
<td>Follow-up/Referral Needed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Follow-up Complete</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vision Exams Complete/Current</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

## Mental Health

<table>
<thead>
<tr>
<th></th>
<th>Behavioral/Emotional Screenings (DECA) Complete</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External Referrals Made</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>External Referrals Complete</td>
<td>0</td>
</tr>
</tbody>
</table>

## Education

<table>
<thead>
<tr>
<th></th>
<th>1st Home Visits Complete</th>
<th>52</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd Home Visits Complete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1st Conference Complete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2nd Conference Complete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Dev Screenings (ASQ) Complete</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Newly Enrolled Children (first year enrollees)</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Newly Enrolled with Dev Screening W/I 45 Days</td>
<td>38</td>
</tr>
</tbody>
</table>

## Family Engagement

<table>
<thead>
<tr>
<th></th>
<th>Family Goals Set</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family Goals Complete</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Parents Attending Parent Meetings</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Follow-up Complete</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BP Complete/Current</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Follow-up Complete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Follow-up Complete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Hgb Complete/Current</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Follow-up/Referral Needed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Lead Complete/Current</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Follow-up/Referral Needed</td>
<td>0</td>
</tr>
</tbody>
</table>

## Environmental

<table>
<thead>
<tr>
<th></th>
<th># of Class Rooms</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms with Completed Health &amp; Safety Screeners - Fall</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Classrooms with Completed Health &amp; Safety Screeners - Winter</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Classrooms with Completed Health &amp; Safety Screeners - Spring</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Follow-up Complete</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Growth Assessment Complete/Current</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Follow-up/Referral Needed</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dental Exam Complete/Current</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Follow-up/Referral Needed</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Follow-up Complete</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Follow-up/Referral Needed</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

## Disabilities

<table>
<thead>
<tr>
<th></th>
<th>Children with Disabilities (IEP)</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Referrals Made to LEA</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Referrals to LEA Complete</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Complete Immunizations</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Imm Waiver</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Meals Served</td>
<td>2210</td>
</tr>
</tbody>
</table>

## NEWLY ENROLLED CHILDREN

- Newly Enrolled with Dev Screening W/I 45 Days: 38
- Newly Enrolled Children (first year enrollees): 49

## Referrals

- Referrals Made to LEA: 1
- Referrals to LEA Complete: 1
- EPSDT Up to Date at Enrollment: 2
- EPSDT Up to Date at End of Month: 45
- Complete Immunizations: 61
- Imm Waiver: 5
- Meals Served: 2210
- Teacher/ Home Visitor Attendance % (Monthly): 0%
- Teacher/ TA/ Home Visitor Vacancies: 0

## Average CLASS Scores

- Emotional Support Score 1: 6.37
- Emotional Support Score 2: *
- Instructional Support Score 1: 4.75
- Instructional Support Score 2: *
- Organizational Score 1: 5.89
- Organizational Score 2: *
- Child Attendance % (Monthly): 89%

## Conduct Screenings

- Behavioral/Emotional Screenings (DECA): 60
- Dev Screenings (ASQ): 57
- Newly Enrolled Children (first year enrollees): 49
- Newly Enrolled with Dev Screening W/I 45 Days: 38
Office of Head Start - Program Information Report (PIR)
PIR Indicator Report - 2019 - Program Level

For a summary of the filters selected to generate this report, please see the last page of this document.

Program - Head Start has 1 Program(s)

- The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs’ performance.
- The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at http://eclkc.ohs.acf.hhs.gov/pir.
- Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Enrolled Children</td>
<td>74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019 #</th>
<th>PIR Performance Indicator</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Percentage (%) of children enrolled for multiple years</td>
<td>22</td>
<td>29.73%</td>
</tr>
<tr>
<td>102</td>
<td>Percentage (%) of children enrolled less than 45 days</td>
<td>5</td>
<td>6.76%</td>
</tr>
<tr>
<td>103</td>
<td>Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll</td>
<td>9</td>
<td>12.16%</td>
</tr>
</tbody>
</table>

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Enrolled Children</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>Children Enrolled less than 45 Days</td>
<td>5</td>
<td>6.76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019 #</th>
<th>PIR Performance Indicator</th>
<th>Number at Beginning of Enrollment Year</th>
<th>Percentage at Beginning of Enrollment Year</th>
<th>Number at End of Enrollment Year</th>
<th>Percentage at End of Enrollment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>111.1</td>
<td>Percentage (%) of children with health insurance</td>
<td>73</td>
<td>98.65%</td>
<td>74</td>
<td>100.00%</td>
</tr>
<tr>
<td>112.1</td>
<td>Percentage (%) of children with a medical home</td>
<td>40</td>
<td>54.05%</td>
<td>74</td>
<td>100.00%</td>
</tr>
<tr>
<td>113.1</td>
<td>Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt</td>
<td>71</td>
<td>95.95%</td>
<td>71</td>
<td>95.95%</td>
</tr>
<tr>
<td>114.1</td>
<td>Percentage (%) of children with a dental home</td>
<td>38</td>
<td>51.35%</td>
<td>69</td>
<td>93.24%</td>
</tr>
</tbody>
</table>

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Enrolled Children</td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019 #</th>
<th>PIR Performance Indicator</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Percentage (%) of children with an IFSP or IEP</td>
<td>17</td>
<td>22.97%</td>
</tr>
<tr>
<td>122</td>
<td>Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year</td>
<td>66</td>
<td>89.19%</td>
</tr>
<tr>
<td>123</td>
<td>Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment</td>
<td>6</td>
<td>9.09%</td>
</tr>
</tbody>
</table>
### Services to Preschool Children (based on Cumulative Enrollment) - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment</td>
<td>4 66.67%</td>
</tr>
</tbody>
</table>

#### 2019 Performance Indicators

<table>
<thead>
<tr>
<th>PIR Performance Indicator</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (% of preschool children that received special education or related services for one of the primary disabilities reported in the PIR)</td>
<td>17</td>
<td>100.00%</td>
</tr>
<tr>
<td>Percentage (% of preschool children completing professional dental exams)</td>
<td>55</td>
<td>74.32%</td>
</tr>
<tr>
<td>Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment</td>
<td>7</td>
<td>12.73%</td>
</tr>
<tr>
<td>Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment</td>
<td>1</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

### Family Services - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%) of families who received at least one of the family services reported in the PIR</td>
<td>41</td>
</tr>
</tbody>
</table>

#### 2019 Performance Indicators

<table>
<thead>
<tr>
<th>PIR Performance Indicator</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - PIR Performance Indicators

<table>
<thead>
<tr>
<th>Context</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Preschool Classes</td>
<td>4</td>
</tr>
<tr>
<td>Preschool Classroom Assistant Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

#### 2019 Performance Indicators

<table>
<thead>
<tr>
<th>PIR Performance Indicator</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013</td>
<td>4</td>
<td>100.00%</td>
</tr>
<tr>
<td>Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program</td>
<td>4</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Program: Ferndale  Date: 11/7/19
Reviewer: Kathy Chester  Date of Review: 10/30/19

Funded Enrollment: 66
Actual Enrollment (Including drops within 30 days): 63
Waitlist: 0

- 7 files were selected for random review in all content areas

HEALTH:
Ferndale nurse to hold an asthma medication training for all staff
1 Allergy Questionnaire needs to be filled out
1 Immunization needs to be entered into Facspro
1 Vision is in Facspro but no documentation in file
2 Visions need a rescreen
1 Vision is needed, case notes
1 Vision needs follow-up, case notes
3 Dentals need follow-up, case notes
1 Health History is missing 2nd year staff signature
1 Hemoglobin is a referral, case note follow up
2 Hemoglobin’s are needed
3 Leads are needed
1 Blood Pressure is needed
1 Hearing is a rescreen

NUTRITION:
All Nutrition Assessments need to be entered into Facspro
5 Nutrition Assessments are referrals, case note follow up
1 Nutrition Assessment is missing a Nutritionists signature
Various missing items on Nutrition Checklist for the Classroom (see checklist)

FAMILY ENGAGEMENT:
All 1st Goals, Needs Assessments, & Family Matrix need to be completed and entered into Facspro by Nov 30th
1 Action Plan needs to be created
1 Family Matrix needs to be entered into Facspro
MENTAL HEALTH:
All Deca’s need to be entered into Facspro and a copy in each child’s file

ACTIVE SUPERVISION:
Make sure staff and supervisors are signing child and classroom daily safety checklists
Hard copies of the Fall Health & Safety Screeners need to be kept on file at center
Various missing items of Emergency Postings in Classrooms (see checklist)

STAFF COMPLIANCE:
All Staff Information Cards need to be updated annually
4 staff need annual Blood Borne Pathogens training with certificate in file
1 staff physical is expired
1 staff TB is expired
1 staff needs a TB test, none on file

Follow-Up Required:  YES  Date: TBD
Ferndale Board of Education
Board Meeting: December 16, 2019

For Action: Approval of newly revised Ferndale Schools Student/Family Handbook

Background / Description:

The purpose of this action is to support the newly revised Ferndale Schools Student/Family Handbook.

Ferndale Schools is a school family of continual learners. We support each and every student to develop their purpose, plan, and passion. We encourage and honor dialogue about the histories, cultures, and goals of our communities. We actively and intentionally facilitate equitable access and representation, meaningful participation, and high expectations for ALL. We understand that each of us come to work/school with our own backpacks filled with different backgrounds, values, beliefs, experiences, cultures, strengths and weaknesses. The beauty of Ferndale Schools is that we embrace this and use our differences to build a strong foundation as a School Family.

The family/student handbook was developed to answer many of the commonly asked questions that family, parents, and students may have during the school year and to provide specific information about certain Ferndale School Board policies and procedures.

The handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

The handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the Ferndale School District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control.

Recommendation:

Administration recommends that the Board authorize the approval of the newly revised Ferndale Schools Student and Family Handbook.
Ferndale Board of Education
Board Meeting: December 16, 2019

For Action: Approval of newly revised Ferndale Schools Code of Conduct

Background / Description:

The purpose of this action is to support the newly revised Ferndale Schools Code of Conduct.

Michigan students, in all of their diversity, must be educated in a safe and supportive environment that fosters academic success and healthy development. Schools can create those environments by fostering student connectedness, establishing clear behavioral expectations, and employing preventative measures with constructive discipline that prioritizes keeping students in school through graduation.

The process for helping ourselves, young and old - continue to develop the fundamental skills for life effectiveness. Self awareness, self management, social awareness, relationship skills, and responsible decision making.

Our children deserve to be supported in a whole child framework and be afforded dedicated time in a school environment built around acceptance and belonging. The emotional brain works hand in hand with the thinking brain and thrives when who we are is valued and our contributions matter.

For as long as we can remember we have had practices in place where logic and reasoning lead the process and emotions were not a key contender in many ways. Now we know that the emotional system is interconnected to cognition driving attention, memory, decisions, and engagement. Our daily practices need to align to the most recent research.

Additionally, Michigan’s State School Board encourages schools to:

- Implement or expand evidence-based alternative and supplemental strategies for social and emotional learning such as Positive Behavioral Interventions and restorative practices.
- Integrate social and emotional learning and other evidence-based pro-social development practices into their culture, supporting and sustaining them as vital elements of the school operations.
- Collect and effectively utilize data—including discipline and academic performance records, truancy data, student and stakeholder surveys, and other relevant measurements—for ongoing formative evaluation of disciplinary processes and their effectiveness.
- Use discretion to reserve suspension and expulsion for only the most serious offenses such as those infractions required by law and deemed absolutely necessary.

Numerous studies have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, and the potential for criminalization. Also, exclusionary discipline is disproportionally applied to students of color, students with disabilities, and low-income students.
Our revised code of conduct intentionally proposes an approach to school discipline that gives preference to keeping students in school where they can receive the academic and social-emotional supports they need. It includes the rights and responsibilities of each school community member, and it lists the proactive steps of positive behavior supports and restorative practices available before articulating the school community's consequences for disruptive conduct.

Recommendation:

Administration recommends that the Board authorize the approval of the newly revised Ferndale Schools Code of Conduct.
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- Ferndale Schools Equity Vision & Behavioral Philosophy
- Ferndale Schools Goals of Discipline
- When and Where the Code of Student Conduct Applies
- Progression from Traditional Discipline to Restorative
- Rights & Responsibilities
  - Students have the right and responsibility to:
  - Parents/Families have the right and responsibility to:
  - Teachers, and staff members have the right and responsibility to:
  - District Administrators have the right and responsibility to:
  - Community-based, local organizations, agencies and nonprofits have the right and responsibility to:
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- Discipline Framework
- Approach To Student Behaviors

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- Due Process for Short-Term Suspensions
- Long-Term Suspension and Expulsion Definition
- Due Process for Long-Term Suspension and Expulsion
- Appeal Process

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SECTION 1: FERNDALE PHILOSOPHY

Ferndale Schools Equity Vision & Behavioral Philosophy

At FPS, we are a school family of continual learners. We support each and every student to develop their purpose, plan, and passion. We encourage and honor dialogue about the histories, cultures, and goals of our communities. We actively and intentionally facilitate equitable access and representation, meaningful participation, and high expectations for ALL.

In order to uphold the focus on the Ferndale Strategic Plan and utilize the most up to date research supporting the whole child, Ferndale Schools staff members and students will adhere to the principles in the Code of Conduct. Adoption of the Code of Conduct is one element of Ferndale’s Safe Schools Plan.

- Foster a positive culture within the school environment by focusing on proactive and restorative strategies while addressing challenging behaviors in a consistent manner through cohesive policies and practices.
- Build upon the positive district wide environment of high expectations that is inclusive and engages all stakeholders.
- Expand upon opportunities that examine, motivate, and ensure physical, mental, and nutritional health and overall wellness for students, families and staff members.
- Continue to enhance our current multi-tiered system of support that will ensure consistency and transparency in the delivery of interventions and/or enrichments to all students with fidelity.
- Develop and evolve our curriculum and assessments to ensure high quality instruction for all students while reducing the achievement gap.
- Improve upon diverse and culturally responsive school practices while supporting the staff through professional development.
- Engage students in equitable, authentic, and relevant learning while promoting global citizenship and fostering life-long critical thinking with boundless creativity.
- Make certain that all students are placed in programs and services based on their interests and readiness levels that provide equitable opportunities for achievement and growth.
This document intentionally proposes an approach to school discipline and brain development that gives preference to keeping students in school where they can receive the academic and social emotional support they need. It includes responsibilities of each school member, and it lists the proactive steps of positive behavior supports and restorative practices utilized to convey Ferndale Schools consequences for difficult, disruptive conduct.

**Ferndale Schools Goals of Discipline**

- Foster safe, inclusive positive learning environments
- Teach lifelong social and emotional skills including self awareness, social awareness, self management, responsible decision making, and relationship skills
- Restore community, repair harm and address the needs of those who are harmed
- Identify and address the root causes of behaviors
- Protect Instructional time for all students
- Create common language and coherence from class to class, grade to grade, and school to school
- Support internal development and external connections
- When necessary, re-teach that “connection is safe”
- Build on student’s needs and create a sense of purpose
- Have high expectations for ourselves and others
- Teach and foster empathy
- “Live into knowing that through judgement we separate, through understanding we grow”
- Be accountable for our actions, understand “effort = outcome”
- Build hope, belief, trust, motivation, stability, and belonging

The Code of Conduct will be administered fairly, without partitality or discrimination. The Code of Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq) of a student determined to be eligible for special education programs and services.
When and Where the Code of Student Conduct Applies

The Code of Conduct applies before, during, and after school and whenever a student is engaged in a school related activity. Each student is expected to follow this code of conduct:

- At school which means in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school sponsored activity or event, whether or not it is held on school premises
- When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff
- When a student is using school technology networks, accounts, or other district services at school, home and/or other places

Numerous studies have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, and other difficulties. Research also clearly shows that school attendance is linked to better academic success while exclusionary discipline is connected to lower school performance. When considering intervention options, we will strive to address disciplinary matters as opportunities for learning and reserve exclusion for only the most serious offenses. Grades should reflect learning, therefore, when a student is suspended they have the right to complete, turn in, and receive credit on assignments and tests scheduled during their absences.

Ferndale Schools will support each student’s academic and pro-social development by utilizing research based social and emotional learning strategies and options designed to promote self awareness, social awareness, self management, responsible decision making, and relationship skills. Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships and community. This is not a ‘soft’ approach to behavior. Restorative Discipline helps students learn the impact of their behavior both on themselves and on others. Students learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we will resolve conflicts, encourage students to take responsibility for their actions, repair harm done, restore relationships, and reintegrate students into the school family.

We use schoolwide discipline policies to create a safe, positive and inclusive school climate for all. We are committed to applying school discipline policies and practices in a fair and equitable manner to ensure we don’t disproportionately impact students of color, students with disabilities, LGBTQ+ students, students with limited English proficiency, students with adverse childhood experiences, or other students that have been historically marginalized in schools.
Progression from Traditional Discipline to Restorative

Ferndale Schools is moving from a traditional discipline approach to an approach based on research that supports social emotional and optimal brain development. Below is a graphic that shows more specifics about our work.

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Traditional Approach</th>
<th>Community, Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Rewards &amp; Punishments</strong></td>
<td><strong>Connection &amp; Contribution</strong></td>
</tr>
<tr>
<td></td>
<td>Following and/or breaking school rules results in an extrinsic reward or predetermined consequences. Should experience success and failure not as reward and punishment; but as information.</td>
<td>Everyone works together to build relationships, problem solve, support and achieve a mutually desired outcome. We know connections govern behavior.</td>
</tr>
<tr>
<td>Goal</td>
<td><strong>Obedience</strong></td>
<td><strong>Problem Solving</strong></td>
</tr>
<tr>
<td></td>
<td>Process relies on authority figure establishing what rules are broken and who is to blame</td>
<td>Understand the impact of one’s actions, taking responsibility for choices, repairing harm, restoring the community and change in behavior.</td>
</tr>
<tr>
<td>Foundation</td>
<td><strong>Rules</strong></td>
<td><strong>Community</strong></td>
</tr>
<tr>
<td></td>
<td>Pre-determined by an authority figure, stayed constant year after year, expected but not taught</td>
<td>System (district/school) is organized to create supports for all students and takes off a ‘neurological load’ with an intentional class and school environment</td>
</tr>
<tr>
<td>Power</td>
<td><strong>External Control</strong></td>
<td><strong>Internal Self Regulation</strong></td>
</tr>
<tr>
<td></td>
<td>Short term behaviors often stop in the moment, especially for students with pro-social skills, but return once punishment is over.</td>
<td>Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions, and change in behavior.</td>
</tr>
<tr>
<td>Skills</td>
<td><strong>Punishment, Consequences</strong></td>
<td><strong>Social Emotional Learning &amp; Restorative Practices</strong></td>
</tr>
<tr>
<td></td>
<td>Brain functions differently under stress. Student may be compliant with punishment/consequence or goes through the motions, but repeats behaviors.</td>
<td>Difference between compliance and regulation. Through SEL and Restorative practices we teach regulation and support a feedback system.</td>
</tr>
<tr>
<td>Philosophy</td>
<td><strong>Rejection</strong></td>
<td><strong>Acceptance</strong></td>
</tr>
<tr>
<td></td>
<td>Student becomes or continues to be disconnected. Disassociation, survival, hypervigilance and subconscious recall.</td>
<td>Connection and belonging primes the brain for willingness, engagement and academics.</td>
</tr>
</tbody>
</table>
Components of graph from Dr. Becky Bailey

Rights & Responsibilities

The Code of Conduct sets forth the rights and responsibilities while at school and school-related activities. It is dedicated to support, create, and maintain a safe, inclusive learning environment for all students and staff. All members of our school family including students, educators (including teachers, secretaries, custodians, paraprofessionals, and other school staff), parents/families, and engaged service providers must assume a responsible role in promoting behavior that enhances academic and social success; and receive ongoing support, training, and professional learning.

Students have the right and responsibility to:

- Be respected as an individual and be their authentic self
- Be respectful of school and district property, materials and belongings
- Be provided challenging and student centered, authentic work
- To learn in a range of settings that leverage digital resources and connect in global ways
- Be an active participant in all activities regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, disability
- Be an active learner on a daily basis by being engaged, completing assignments, and participating in class.
- Have voice and input in their school experience(s)
- Treat others as you want to be treated with understanding and respect

Parents/Families have the right and responsibility to:

- Be respected as parents/families
- Be an active participant in their child’s school success
- Be informed of their child’s attendance, performance, behavior, and school success
- Be informed in a timely manner regarding inappropriate or disruptive behaviors by their child and any disciplinary actions taken by administration or staff members and have a voice in how to address concerns in a proactive manner
● Share information with school staff of any issues that may impact the educational experiences of their child

Teachers, and staff members have the right and responsibility to:

● Establish a safe, inclusive environment that is intentional in supporting self awareness, social awareness, self management, responsible decision making, and relationship skills

● Be knowledgeable about the best practices in both instructional pedagogy and social emotional, restorative behavioral supports

● Be knowledgeable about the neurological effects of neglect, stress and trauma in order to build on student needs

● Establish learning goals/targets and success criteria for academic and behavior

● Utilize pedagogical practices to meet the varying needs of students and provide equitable educational opportunities

● Ensure effective feedback to support academics and behavioral growth

● Clearly articulate and model the policies, rules, and expectations for behavioral and academic success based on school expectations

● Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all

● Utilize the communication systems approved to support ongoing, positive and information communication efforts

● Seek and receive support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students academic and social emotional needs

District Administrators have the right and responsibility to:

● Establish a safe, inclusive environment that is intentional in supporting self awareness, social awareness, self management, responsible decision making, and relationship skills

● Be knowledgeable and understanding of secondary trauma and the well being of all staff members

● Be knowledgeable about the best practices in both instructional pedagogy and social emotional, restorative behavioral supports
● Be knowledgeable about the neurological effects of neglect, stress and trauma in order to build on student needs

● Clearly articulate and model the policies, rules, and expectations for behavioral and academic success of the district, school, and classroom

● Communicate policies, rules and expectations of the district, school, classroom throughout each year in cooperation with students, parents, and families

● Research, share, teach and model pedagogical practices to meet the varying needs of students and provide equitable educational opportunities

● Ensure effective feedback to support academic and behavioral growth for staff and students

● Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all

● Utilize the communication systems approved to support ongoing, positive and information communication efforts

● Seek, receive and provide support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students academic and social emotional needs

Community-based, local organizations, agencies and nonprofits have the right and responsibility to:

● Work in partnership with the Ferndale School Family, district, and individual schools

● Share ideas and strategies to support the whole child

● Integrate supports and strategies with existing school based practices in an effort to create a cohesive, equitable framework

Notification & Communication

Each year our district and schools provide parents/guardians a copy of the Ferndale Schools Student/Family Handbook and Code of Conduct and other important policy guidelines and procedures. Annually, the Ferndale Schools Student/Family Handbook and Code of Conduct are updated and made available online on the Ferndale Schools website.

We clearly communicate our behavioral expectations and policies to all school stakeholders by:
• Visually displaying our positive core values and behavioral expectations throughout the school, hallways, classrooms, and offices

• Specific expectations are visually displayed pertinent to the setting (Hallways, Cafeteria, Gym, Restrooms)

• Daily announcements supporting behavioral expectations, district character quote and positive affirmations provided by administrators and/or students

• Students are taught specific structures and strategies within each classroom to support social emotional growth

• Provide a wide variety of experiences to teach core values, behavioral expectations, and discipline policies in an age appropriate manner

• Conduct follow up school wide and classroom teaching of lessons based on data review and school wide need

• Take a proactive, positive approach by modeling composure and affirmative language

• Have student leaders on social emotional and other committees to ensure voice, advocacy and agency

**Discipline Framework**

Within a restorative practice framework we provide differentiated interventions for students. These interventions are designed to address the root cause of student academic and/or behavioral concerns. We focus on teaching behaviors rather than excluding students.

Challenging behavior must be addressed in the context of a comprehensive, multi tiered approach to behavior support that is designed to teach, encourage, and support each student. We offer academic, behavioral, mental health, and social emotional tiered supports for all students who need additional help.

“We can no longer think of behavior in a flow chart manner, but as a web of support(s).”

**Approach To Student Behaviors**

Our goal is to create a safe, inclusive environment where all students can learn, grow, and thrive while developing the academic, social and emotional skills needed for everyday success. Therefore, when a
behavior or challenging behavior takes place we are committed to address the concern in the most constructive way possible supporting with both real time consequences and long term strategies. We need to be instructional and corrective to increase the pro-social skills over time.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and development level of the student, and the student’s history of behaviors. Sometimes termed as, Progressive Discipline.

Anytime an incident occurs, consideration will be given first as to whether the incident can be addressed using a restorative practice, through behavior support practices, or through other available, appropriate interventions such as mental health support (but not limited to). To prevent students from being excluded from school, school staff must attempt non-exclusionary discipline prior to using out of school suspensions or expulsions, except in exigent and emergency situations involving school safety and in adherence to legal mandates. Legal mandates and community safety may require removal of individuals who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct (Gun Free Schools act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311A), and/or commit assault against another at school or a school-related event (MCL 380.1310, 380.1311, 380.1311a, 380.1312).

SECTION II: DUE PROCESS PROCEDURES

The Due Process Clause of the Fourteenth Amendment to the U.S. Constitution provides two types of protection: substantive due process and procedural due process. In Goss v. Lopez, the U.S. Supreme Court found that students had a property interest in educational benefits and a liberty interest in their reputations, both of which qualify for Fourteenth Amendment protection. Substantive due process demands that a school rule must be reasonable and fair.

Procedural due process protections apply to exclusionary discipline, including suspensions and expulsions from school. Due process, in either instance, is a flexible concept. The standards required depend upon the seriousness of the allegations and the possible discipline action that may be imposed.

Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ positive behavioral expectations, restorative practices and discipline measures and early intervention/diversion strategies that focus on screening and treatment to minimize suspended students’ time away from school and potential court involvement. Please note that when used to address a situation of serious misconduct, restorative justice should be administered by a fully trained practitioner.
If criminal charges result from the incident, the school may choose to engage the affected parties in restorative justice after the case is resolved in the judicial system.

In developing a policy governing school rules and regulations, the following principles to assure substantive due process should be considered:

- The policy must provide notice of what conduct is prohibited or permitted.
- The rules must be reasonably understandable to the average child/student, taking into account the age of the individual child/student.
- The rules must be rationally related to a valid educational purpose.
- The rules must be precise so as not to prohibit constitutionally protected activities.
- The policy must provide students with notice of potential consequences for violating specific rules.
- The type of consequence specified in the policy must be within the expressed or implied authority of the school district to utilize.
- The consequence must be of reasonable severity in relation to the seriousness of the misconduct or the number of times the misconduct was committed.
- Rules and procedures must be disseminated to all students and parents.

The following are some of the elements of procedural due process that should be considered:

- The timely and specific notice of charges against a student.
- The student’s right to question school staff or students involved in or witness to the incident. The student’s right to have copies of all documents to be used in the hearing and a list of all witnesses slated to testify.
- The student’s right to present evidence on his or her behalf.
- The student’s right to an impartial hearing.
- The student’s right to rebut adverse testimony.
- The student’s right to be represented by qualified counsel at the hearing.
- The student’s right to a record of the hearing.
- The student’s right to appeal.
The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) for a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply. Information about these procedures is available at www.michigan.gov/ose-eis.

**Short-Term Suspension Definition**

For purposes of this code, a short-term suspension occurs when a student is suspended for one (1) school day, up to and including five (5) school days. During a short-term suspension, the student’s rights and privileges of attending school, including extracurricular activities, are suspended.

Research links school attendance with academic success, and links exclusionary discipline with lower school performance and higher rates of students’ academic failure. Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students’ time away from school and potential court involvement.

**Due Process for Short-Term Suspensions**

For a suspension of five (5) days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), consideration of the 7 factors, what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student’s removal from school. If the student’s presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student’s removal from school as soon as possible.

Except in extraordinary circumstances, alleged violations of The Code of Student Conduct are initially handled at the student’s school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student and the parent/guardian with oral or written notice of the charges or allegations and an explanation of the evidence or basis for the charges. Barring a situation requiring immediate action, the student shall be given the opportunity to contact an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or an attorney before presenting an explanation or a differing statement of the facts. The student’s request to have a parent/guardian present should be respected.
If misconduct is found, the principal may authorize disciplinary action in accordance with The Code of Student Conduct, including short-term suspension. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical. During this time the student will be on "suspension pending completion of investigation". The student and parent/guardian shall be notified of the circumstances, final decision of disciplinary action, and any further actions to be taken.

All suspensions between 6 - 10 days will be mutually agreed upon by the Superintendent and the Principal and/or Assistant Principal.

**Long-Term Suspension and Expulsion Definition**

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student’s rights and privileges of attending school, including extracurricular activities, are suspended.

Recognizing exclusionary discipline’s negative impact, based on a preponderance of research, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students’ time away from school and potential court involvement.

An expulsion occurs when the school district’s board of education or Superintendent terminates the student’s rights and privileges to attend school, including extracurricular activities, for sixty (60) school days or more. An expulsion may be for an indefinite time, as specified by the school board or state law.

**Due Process for Long-Term Suspension and Expulsion**

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. This includes rebuttable presumption and consideration of the 7 factors. When the student’s misconduct requires legal action, school district staff will work to protect the student’s due process by explaining what the student is accused of and giving him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney. (links to agencies listing pro-bono or affordable legal assistance is listed in MDE’s On-line Tool Kit at [http://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html](http://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html).) The school district may also provide, upon request, a list of resources for representation or other advocacy support.
The student shall be given reasonable time to prepare for a hearing. In Ferndale, the Superintendent holds all expulsion hearings to determine whether to impose a long term suspension or expulsion.

The student and parent/guardian shall be notified of the allegation(s), the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. The explanation may include the written or oral testimony of others, but names or personally identifying information of student witnesses may be redacted.

Prior to the hearing, the student and parent/guardian will have an opportunity to review all documents, videos, and other media, or any other types of evidence, and a list of all witnesses slated to testify within a reasonable amount of time. In addition, be notified of all of the district’s processes for hearings and appeals.

The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the Superintendent shall issue a decision, including a determination of disciplinary action.

In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed. For more, please see Policy 5611.

**Appeal Process**

A student may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request an appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the board or its designee’s decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for reconsideration.

**SECTION III: TYPES OF SUSPENSION AND EXPULSION**

The Revised School Code provides each school district with the authority to establish a local discipline policy. Each local school board or its designee has the authority to suspend or expel students guilty of “gross misdemeanor or persistent disobedience,” after considering the 7 factors, including lessor interventions. This must not, however, infringe on any of the federally protected rights guaranteed to students who qualify for special education programs and services [MCL 380.1311(9)]. County Intermediate School District or Regional Educational Service Agencies’ consultants, Community
Mental Health Centers, medical clinics, and other human service agencies may need to be involved with a child whose behavior is “persistent.”

Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses and will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize a suspended student’s time away from school and potential court involvement. Districts are required to develop and implement a code of student conduct and to enforce its provisions with regard to student misconduct in a classroom, on school grounds, on a school bus or other school-related vehicle, and/or at a school-sponsored activity or event whether or not it is held on school grounds.

In considering students’ suspension or expulsion, a district shall comply with MCL 380.1310(c)(d). For more, please see Policy 5610.

The Superintendent shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student’s misconduct.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

If the Superintendent decides to utilize restorative practices as an alternative to or in addition to suspension or expulsion, the restorative practices may include victim-offender conferences that:

- are initiated by the victim;
- are approved by the victim’s parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the “restorative practices team”);
- would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.
The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

As used in this section, "restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct. For more, please see Policy 5610.

Before suspending or expelling a pupil under section the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following 7 factors:

- The pupil's age.
- The pupil's disciplinary history.
- Whether the pupil is a student with a disability.
- The seriousness of the violation or behavior committed by the pupil.
- Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

In exercising discretion with regard to a suspension of more than 10 days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, can demonstrate that it considered each of the seven factors listed. For a suspension of 10 or fewer days, there is no rebuttable presumption, but the board or board of directors, or its designee, shall consider each of the factors listed. This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone. Consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the board of a school district or intermediate school district or board of directors of a public school academy, or its designee.

Subject to 1310(d), Michigan law requires a school district to permanently expel (subject to possible reinstatement) a student who possesses a dangerous weapon in a weapon-free school zone unless that student meets one of four exceptions (listed below) provided in the law. Michigan law also requires permanent expulsion (subject to possible reinstatement) of students who commit arson, criminal
sexual conduct (as defined in the law and noted below), or a physical assault against a school employee, contractor, or volunteer. Michigan law also requires school districts to suspend or expel a student in grades 6 and above who commits physical assault against another student. Those exclusions can last no more than 180 days. In addition, Michigan law also allows any teacher to impose a one-day “snap suspensions” from his/her class for students, and it establishes procedures the teacher must follow when exercising this option. Under the law, the suspending teacher must take a number of steps explained in greater detail below. The following information describes the law.

**Weapons, Arson, or Criminal Sexual Conduct Expulsion**

School districts are required to permanently expel students in grades 6 and above who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. The term “criminal sexual conduct” is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, taser or electronic weapon, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device.

**Dangerous Weapon Exceptions**

School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The weapon was not knowingly possessed by the student.
The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon. 17

The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- The school board or its designee determines in writing at least 1 of the factors listed has been established in a clear and convincing manner.
- The pupil has no history of suspension or expulsion.

A student who possesses a weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement procedure.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notify the individual’s parent or legal guardian, or, if the individual is at least age 18 or an emancipated minor, notifies the individual of the referral. [MCL 380.1311(5)].

Weapon-Free School Zone and School Property Definition

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].

Reporting Requirements

If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent
of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student's parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

**Physical Assault - Student to Employee, Contractor or Volunteer**

A student in grade six (6) or above who commits a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a].

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement process.

If a student in grade six (6) or above is expelled for committing a physical assault against a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

**Physical Assault - Student to Student**

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

**Bomb Threats or Similar Threats**

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from
the school district for a period of time as determined at the discretion of the school board or its
designee.

**Teacher “Snap Suspension”**

While “Snap Suspension” is part of the law, we believe that it should be used minimally, if at all. The
Board recognizes that it may be necessary for a teacher to remove a student from class for conduct
disruptive to the learning environment, and that such removals are not subject to a prior hearing,
provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency
removal may result in a suspension, then due process must be ensured.

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for
certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension
by the Superintendent. A student so removed may be allowed to attend other classes taught by other
teachers during the term of the one (1) day removal.

**Petitioning for Reinstatement**

For students in grades six (6) or above, although the law calls for the “permanent” expulsion, if the
district has considered the 7 factors and not found a suitable lesser intervention, of a student who
possesses a dangerous weapon in a weapon-free school zone, commits arson, criminal sexual conduct,
or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school
grounds, the law provides a process for petitioning for reinstatement to school [MCL 380.1311(5) and
380.1311a(5)]. It is the responsibility of the petitioning person (a parent, legal guardian, or the
expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and
submit a petition for reinstatement.

LEAs may consider early reinstatement, particularly in cases where students have followed through on
district recommendations and services such as counseling, social skills training, etc.

**Petition for Student to Return to School**

If a petition form is requested by a person wishing to be reinstated, the school board must make the
petition form available. The form is provided as Attachment 3. For a student in grade five (5) or below
that is expelled for possessing a firearm or threatening another person with a dangerous weapon, the
parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may
initiate a petition for reinstatement at any time after 60 school days following the date of the
expulsion. The student may be reinstated 90 school days following the date of expulsion.
For a student in grade five (5) or below that is expelled for committing arson or criminal sexual conduct in a school building or on school grounds, the parent/guardian may initiate a petition for reinstatement at any time, and the student may be reinstated ten school days after the expulsion.

For a student in grade six (6) or above that is expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion. MCL L 750.1 to 750.568 sec. 520o states (1) as part of its adjudication order, order of disposition, judgment of sentence, or order of probation a court shall order that an individual who is convicted of or, a juvenile who is adjudicated for, a violation of section 520b, 520c, 520d, 520e, or 520g and who is a student at a school in this state is prohibited from doing either of the following:

A. attending the same school building that is attended by the victim of the violation.

B. utilizing a school bus for transportation to and from any school if the individual or juvenile will have contact with the victim during use of the school bus.

A district may establish reinstatement procedures for students expelled for reasons other than those listed.

Ferndale Schools has developed a Restorative Practice Re-Entry Procedure for all students who have been suspended. Administrators must follow the guidelines within the manual. Our goal is to build the safety, connections and expectations for all involved.

Committee Review and Recommendation

The local school board may include conditions in a petition for reinstatement, including the successful completion of a restorative justice process or a similar effort, which the student can complete during the exclusion period or as a condition for returning to school. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement.

The following timelines and procedures apply to reinstatement:
Within ten (10) school days after receiving a petition for reinstatement, the school board must appoint a committee comprised of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner.

During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

Not later than ten (10) school days after being appointed, the committee must review the petition and supporting information, together with information provided by the school district, and submit a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions.

According to the law, the committee’s recommendation must be based on all of the following factors:

- The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
- Age and maturity of the individual.
- The student’s school record before the incident that caused the expulsion.
- The student’s attitude concerning the incident that caused the expulsion.
- The student’s behavior since the expulsion and the prospects for remediation.

If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement [MCL 380.1311(6)(e)]. The committee may also choose to consider such factors as the successful completion of restorative justice measures, the presence of mental health considerations, family situations that might be impacting the child’s behavior, observations from a school-based advocate for the student, and more.
School Board Decision

After receiving the committee’s recommendation, the school board must make a decision no later than the next regularly scheduled board meeting. The school board must decide either to reinstate the student, to conditionally reinstate the student, or to deny reinstatement. Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

- Successful completion of a restorative justice process and evidence of compliance with the resulting agreement developed by the participating affected parties.
- Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency.
- Participation in, or completion of, an anger management program or other appropriate counseling.
- Periodic progress reviews.
- Specified immediate consequences for failure to abide by a condition.

The law specifies that the decision of the school board is final.

Alternative Education

A school district may provide alternative education for a student who has been suspended or expelled. The Michigan Attorney General issued an opinion cited as 1985 OAG 6271 in which he stated that the board of education of a school district which, in accordance with due process requirements, suspends for a lengthy period of time or permanently expels a non-disabled student who is subject to the compulsory education requirements is not required to provide an alternative education program for a student. The Michigan State Board of Education, however, encourages school districts to provide alternative education opportunities for excluded students.

- Ideally students would be placed in a comprehensive alternative program that devotes resources to academics and social skills.
- In situations where programs are full or unavailable, districts may provide community-based or home-based instruction and receive prorated per pupil funding. Students may be enrolled in an online program, with attention paid on providing proper instructional support.

The SBE encourages schools to explore the Michigan Department of Education’s list of alternative education providers at https://www.michigan.gov/documents/mde/2018_Alternative_Education_Programs_661284_7.xlsx with the goal of keeping...
suspended and/or expelled students engaged in learning. Ultimately, however, it is the responsibility of the parent or legal guardian to locate a suitable alternative education program and to enroll their child in a program during the expulsion.

- A student who has been suspended or expelled from his or her resident district for any reason may attend a nonresident alternative education program without the resident district’s approval (MCL 388.1606(60(h)).

- If there is no available alternative education program through his or her resident district, an expelled student may enroll in an adult education program (MCL 388.1707 (2)(b)(ii)). The expelled student must be at least 16 years of age on September 1 of the school year. The reason of expulsion must be due to weapons, arson, criminal sexual assault or physical assault against an employee or a volunteer of the district.

**Mandatory Permanent Expulsion**

Subject to 1310(d), a student who has been expelled for possession of a dangerous weapon, arson, criminal sexual conduct, or physical assault against an employee, contractor, or volunteer is expelled from all Michigan public schools unless the district operates or participates in an alternative education program appropriate for the mandatory expelled student. [MCL 380.1311(2) and 380.1311a(2)].

A program operated for mandatorily expelled students must ensure that a student is physically separated at all times during the school day from the general pupil population.

Ferndale Public Schools offers a 100% virtual online program through our Tri-County Educational Center as an alternative educational program.

**SECTION IV: DISTRICT RESPONSES, VIOLATIONS OF THE CODE OF CONDUCT AND SERIOUS VIOLATIONS OF THE CODE OF CONDUCT**

Michigan students, in all of their diversity, have the right to be educated in a safe and supportive environment that fosters academic success and healthy social development. In the event that students violate the rules, the school community will prioritize keeping them in school and helping them learn from mistakes. Restoring students and those affected by their behavior is the desired outcome of this approach. Schools are required to consider restorative practices as an alternative to, or in addition to, suspension or expulsion. [MCL 380.1310C(1)] Schools are also required to implement a plan that reduces expulsions and suspensions that exceed 10 school days. [MCL 388.1767a]

Ferndale Schools wants to provide a safe, inclusive achievement-oriented culture by implementing positive behavior supports and restorative practices to support student success. Partnered with social
emotional learning curriculum and access to mental health and other supports, will contribute to a positive school climate. As part of that climate, the school community will check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property.

**Students Right and Responsibilities**

If a student feels unsafe or is threatened, the student or the student’s parent/guardian should contact a school or district administrator, teacher, or staff member in whom they trust.

Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health, and welfare of all members of the school community.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible. The practices outlined above are powerful tools educators have used successfully to address misconduct and conflict at all levels.

All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected using restorative practice framework.

**Violations of the Code of Student Conduct**

Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative.

School district staff may use intervention strategies including preventative measures such as social-emotional learning, PBIS, restorative practices, intensive instruction, teacher/student conferences,
auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here.

As required by law, the staff will refer the last group of violations directly to school administrators due to the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of The Code of Student Conduct may be referred to a school social worker, counselor, restorative practice coach, mental health specialist, mental health therapist in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board or designee will consider any mandatory sanctions as required by law.

**School Community Responses to Violations**

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff should use mutually respectful and accountable intervention strategies, but not limited to, restorative practices, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. They may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others. In many cases it’s important to work in partnership with the student to mutually decide on specific interventions, strategies, and/or consequences.

Administrators may use the following intervention strategies and disciplinary actions alone or in combination, but not limited to this specific list:

- administrator/student conference
- administrator and teacher-parent/guardian conference
- referrals and conferences involving various support staff or agencies including mental health specialist, Restorative Practice Coach, social worker, or psychologists
- daily/weekly progress reports
- visual supports
- behavioral contracts developed in partnership with student
- Behavior Intervention Plan (BIP)
- coordinate behavior intervention strategies among all personnel who work with the student
- consultation with a behavioral specialist
- cooperate with the parent/guardian to ensure follow-through on behavior intervention
- counseling and psychological services
- change in student’s class schedule
- school service assignment
- confiscation of inappropriate item
- support restitution of offense
- restoration for all affected parties
- before- and/or after-school detention
- denial of participation in class and/or school activities
- in-school suspension
- other intervention strategies, as needed based on current research practices
- teacher “snap suspensions” (see Section III)
- out-of-school suspension (short-term) from one (1) school day up to and including five (5) school days
- expulsion
- law enforcement agency notification

Intervention strategies are not limited to those listed above. Other methods of addressing concerns may be more appropriate, depending upon the circumstances. Ferndale Schools will seek the option that maximizes students’ learning and pro-social development while prioritizing keeping students engaged in learning.
Violation Definitions

Attendance

Good attendance has a direct link to better outcomes. The presence in the classroom enables the student to participate in instruction, class discussions, and other related activities.

Leaving School Without Permission

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Skipping

A student who attends some classes, but not all without proper documentation is considered skipping. Attendance laws require students to be in school all day or have a legitimate excuse for absence.

Truancy

A student will not willfully and repeatedly fail to report to the school’s assigned class or activity without prior permission, knowledge, or excuse by the school and parent/guardian. Attendance laws require students to be in school all day or have a legitimate excuse for absence.

Tardiness

A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

Human Dignity Policy

Ferndale Schools recognizes that we are a diverse school district, believes it is a part of our mission to provide a positive, safe inclusive environment in which respect for the diversity of our school community is promoted. In accordance to our equity vision we will not tolerate behavior by students or staff that insults, degrades, or stereotypes any race, gender, disability, physical condition, sexual orientation, marital status, ethnic group, or religion.

A. Harassment/Intimidation: A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. “Harassment or intimidation” means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances should know will have the effect of harming a student or damaging the student’s property, placing a student in reasonable fear of harm to the student’s person or damage to the student’s property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational
mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal, or physical act.

B. **Sexual Harassment:** A student will not use verbal, nonverbal, or physical contact including, but not limited to words, pictures, objects, gestures, technology, or other actions relating to sexual activity or a person’s gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, requests for sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or person associated with the district.

C. **Gender/Ethnic/Religious/Disability Harassment:** A student will not use verbal, nonverbal, or physical contact including, but not limited to oral innuendoes, comments, jokes, insults, threats, disparaging remarks, pictures, graphic commentaries, intimidating or disparaging actions such as hitting, hissing concerning a person’s gender, sexual orientation, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the district.
D. **Bullying/Cyberbullying:** A student will not engage in bullying or cyberbullying any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

"Bullying" means any continual or over time written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one (1) or more pupils.

- Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.

- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.

- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

Peer conflicts are a normal part of growing up, and social conflicts are many times mistaken for acts of bullying. While some reported cases of bullying are unfounded and determined to be a social conflict, Ferndale staff members are always available to support students through social conflicts as well.
Social Conflict vs. Bullying

<table>
<thead>
<tr>
<th>Social conflict</th>
<th>Bullying</th>
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<tbody>
<tr>
<td>is a disagreement or argument in which both sides express their views.</td>
<td>is a negative behavior directed by someone exerting power and control over another person.</td>
</tr>
<tr>
<td>happens once, or occasionally, and may be accidental and/or less serious in nature.</td>
<td>is pervasive, purposeful and happens repeatedly, or presents a serious physical or emotional threat.</td>
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<tr>
<td>is equal power between those involved.</td>
<td>is a conflict where one person has more power than the other.</td>
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<tr>
<td>shows that the individual is remorseful, generally stops and changes behavior when they realize it is hurting someone.</td>
<td>shows no remorse, blames victims, and continues behavior when they realize it is hurting someone.</td>
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Resource: Pacer’s National Bullying Prevention Center

Cheating/Academic Misconduct

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

Destruction or Defacement of Property

A student will not intentionally cause destruction or defacement of property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are examples of acts of defacement. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are examples of acts of property destruction.

Disruption of the Educational Process

All students are entitled to a disruption free learning environment. Any action that interferes with school activities and disrupts the normal educational process is a disruption. A student will not knowingly misbehave in a manner that causes confrontation, disruption, or obstruction to the normal educational process. Disruption can be caused by excessive talking, making noises, throwing objects,
antagonistically confronting another person or otherwise distracting another constitutes disorderly conduct. Behavior is considered confrontational/disruptive if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

**Failure to Serve Assigned Detention**

A student shall serve an assigned detention of which students and/or parents/guardians have been notified. The detention notification method must be confirmed by a school employee. Alternative consequences may, on a case-by-case basis, be approved by school administrators for students who lack transportation.

**False Identification or Forgery**

A student will not use another person’s identification or give false identification to any school official with intent to deceive school personnel, to avoid discipline, to falsely obtain money or property, or for any other reason. A student will not sign the name of another person for the purpose of defrauding another.

**Fighting**

A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

**Fraud**

A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

**Gambling**

A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

**Gang Activity**

A student will not, by the use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as an ongoing organization, association, or group of 5 or more people, other than a nonprofit organization, that identifies itself by all of the following:
- A unifying mark, manner, protocol, or method of expressing membership, including a common name, sign or symbol, means of recognition, geographical or territorial sites, or boundary or location.

- An established leadership or command structure.

- Defined membership criteria.

**Hazing**

The act of hazing is a crime in Michigan and will not be tolerated in the district. A student will not engage in or participate in any behavior that is included in the definition of hazing. The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization." The term “organization” means "a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution." [MCL 750.411t].

**Improper, Negligent, or Reckless Operation of a Motor Vehicle**

A student will not intentionally or recklessly operate a motor vehicle so as to endanger the safety, health, or welfare of others on school property.

**Public Display of Affection**

Affection between each other is personal. Students will not engage in any displays of affection that are considered sexual in nature.

**Appropriate Dress and Grooming**

Ferndale School recognizes that each student’s mode of dress and grooming is a manifestation of personal style and individual preference. We will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. For more, please see Policy 5511.

**Insubordination**

A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a
group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop.

Staff must take into consideration other reasons a student is not complying with directions, refusing to do an assignment, work with others, or do other class activities knowing there are other variables rather than intentionally being insubordinate.

Loitering

A student will not remain or linger on school property without a legitimate purpose and/or without proper authority. Students should speak to administration if there are reasons they stay at school.

Possession of Inappropriate Personal Property

A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including, but not limited to, pornographic or obscene material, laser lights, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.

Profanity and/or Obscenity Toward Students and/or Staff

A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student, staff member or others associated with the district.

Safety Concerns

Students are entitled to a safe, inclusive, and equitable learning environment. Students are expected to support and adhere to school expectations, adhere to safety rules, and follow all safety guidelines. We encourage and expect safe, helpful behaviors before, during, and after school including all school grounds and activities.

- Unsafe behavior is prohibited. Such behavior includes, but not limited to: Running in hallways, throwing objects, pushing or shoving including horseplay, possessing unsafe objects or engaging in behavior which may create danger or threat of danger/injury.
- Students may not use rollerblades, bicycles, skateboards, scooters, or shoes with rollers in school hallways or district pedestrian areas.
- Students who are eligible to drive to and from school must follow safety and traffic procedures including school sponsored activities.
Smoking/Vaping

A student will not smoke or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district.

Technology and other Electronic Devices

At the elementary level no phones are permitted at school. Please see building Principal if specific safety arrangements need to be made. For secondary buildings, please see building guidelines. If a student brings a phone or other electronic device and is not abiding my guidelines we are unable to spend excessive time locating a lost or stolen phone/device.

Students are expected to use technology and electronic devices in an appropriate and acceptable manner as a tool to enhance their education in accordance to our district’s, ‘Technology Use Guidelines’. Failure to comply with the district guidelines or specific school rules regarding technology may result in losing technology privileges as well as disciplinary action. For more, please see Policy 7540.

Recording without permission: A student may not record an audio, video or digital image, sound recording of any activities or situations at school, school grounds, or school related activities without prior permission.

Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property which does not belong to the student.

Threat/Coercion

A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting in person or via social media sites.

Trespassing

A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.
Weapon Look-A-Likes

A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

Serious Violations

Legal mandates and community safety may require removal of individuals subject to MCL 380.1310(d) who possess weapons, commit arson, or engage in criminal sexual conduct (Gun Free Schools Act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311a), and who commit physical assault against another (380.1310, 380.1311, 380.1311a, 380.1312). However, the USED links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses. The district will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students’ time away from school and potential court involvement.

Districts shall consider the 7 factors and rebuttal presumption, where appropriate, before using exclusionary practices such as suspension and expulsion. When the student’s misconduct requires legal action, school district staff will take the following steps:

- To the extent practicable, the school will explain what the student is accused of and will give him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney. (Links to agencies listing pro-bono or affordable legal assistance is listed in MDE’s On-line Tool Kit at http://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html.)

- If the student’s disciplinary action requires a hearing, the school will provide the student and his/her representative with copies of all documents that might be used in the hearing, a list of all witnesses and an opportunity to prepare for the hearing ahead of time.

- If the student is found not guilty of the alleged misconduct in a criminal trial, the school district may consider re-evaluating the student’s expulsion.

The school community will persistently check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate the following rules, the school community will apply any of the options listed above with the
support and guidance to increase the opportunity for the student to offer restitution, learn from mistakes, and restore both the offender and the offended.

1. Alcohol and Drugs

Ferndale Schools is a drug free zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means any activity - sale, use, possession, distribution, of drugs, drug paraphernalia, fake drugs, steroids, inhalants, baked goods with drugs, or look alike drugs is prohibited. This also includes the possession, distribution, or sale of over the counter medication. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.

The district prohibits the use, sale, distribution, or possession of alcohol, including non alcoholic beer and wine, during school or at any school activity including going to and from school, at school bus stops, and school related activities. The building administrator may arrange for a breath test for blood alcohol to be conducted on students whenever there is individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. Students will be taken to a private administrative area on school property with at least one other member of the staff present as a witness to the test. The purpose of the test is to determine whether or not students have consumed alcohol. If students refuse to take the test, they will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked.

2. Arson (Starting a Fire)

A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Arson” means a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL 750.71 to MCL 750.80].

3. Extortion

A student will not make another person do any act against his or her will, by force or threat, expressed or implied.
4. False Fire Alarm or Bomb Report; Tampering with Fire Alarm System

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. If a student enrolled in grade six (6) or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee may be required to suspend or expel the student from the school district for a period of time as determined at the discretion of the school board, or its designee [MCL 380.1311a(2)].

5. Felony

A student will not commit a criminal act that approximates a felony offense.

6. Fireworks

A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.

7. Interference with School Authorities

A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence.

8. Physical Assault

A student will not physically assault another person. If a student enrolled in grade six (6) or above commits a physical assault at school against another student, then the school board or its designee may be required to suspend or expel the student from the school district for up to 180 school days [MCL 380.1310(1)]. If a student enrolled in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5) [MCL 380.1311a(1)]. “Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence [MCL 380.1310(3)(b), MCL 380.1311a(12)(b)].
9. Robbery

A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

10. Sexual Assault

A student will not sexually assault another person. If a student commits and is convicted of criminal sexual conduct the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement in a different school from the victim, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Criminal sexual conduct” means a violation as set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].

11. Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than $100.00 that does not belong to the student.

12. Weapons

Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.

13. Dangerous Weapons

A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles [MCL 380.1313]. Except as noted below, the school board or its designee may be required to expel permanently a student who possesses a dangerous weapon, subject to possible reinstatement. Note that under Michigan law, school boards are not required to expel a student for weapons possession if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
The weapon was not knowingly possessed by the student.

The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.

The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

14. Use of Legitimate Object or Tools as Weapons

A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, pens, pencils, compasses, or combs. As explained elsewhere in this code of conduct, a student who is expelled for possessing a weapon in a weapon-free school zone or for arson or criminal sexual conduct at school or on school grounds, or (if in grade six (6) or above for physical assault of a school employee, contractor, or volunteer is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, or (for students in grades 6 and above) for physical assault of a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual’s parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration.
Ferndale Public Schools Student/Family Handbook

Ferndale Schools is a school family of continual learners. We support each and every student to develop their purpose, plan, and passion. We encourage and honor dialogue about the histories, cultures, and goals of our communities. We actively and intentionally facilitate equitable access and representation, meaningful participation, and high expectations for ALL. We understand that each of us come to work/school with our own backpacks filled with different backgrounds, values, beliefs, experiences, cultures, strengths and weaknesses. The beauty of Ferndale Schools is that we embrace this and use our differences to build a strong foundation as a School Family. Here is a breakdown of FERNDALE.

F = Family, The goal of which is the optimal development of all members by providing an intentional, safe inclusive school culture which is integral to school success.

E = Equity, We continue to understand our own bias, mindsets, and ‘isms’ to provide an equitable educational opportunity for every child and family. Equity is the foundation of all we do.

R = Relationships, Relationships matter most. The power of care and consistency can never be underestimated.

N = Neuroscience, Putting science into our daily actions and being continual learners to support students in a global society

D = Diverse, “The art of thinking independently together” Malcom Forbes

A - Acceptance, Positive supportive presence is one of the most significant influencers on a student any given day. It is through understanding and learning in which we grow.

L = Love, Love is creating an environment where we feel free to make mistakes without judgement, where kindness comes first, where seeing a child’s authentic self is imperative, and connection presides correction. Belief is a strong predictor of success.

E = Excellence, Equity and Excellence are inextricably bound. Continual learning allows us to put our stamp of Excellence in all we say or do.

Welcome to our School Family,
Ferndale School Board Members, Superintendent, and Staff Members
Adopted by the Board of Education on ________________________.

Discipline Code of Conduct adopted by the Board on ________________________.
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Note: This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in ____________. If you have questions or would like more information about a specific issue or document, contact your school principal or ____________, or access the document on the District’s website: ____________________ by clicking on "__________" and finding the specific policy or administrative guidelines in the Table of Contents for that section.
SECTION I - GENERAL INFORMATION

Foreword

This family/student handbook was developed to answer many of the commonly asked questions that family, parents, and students may have during the school year and to provide specific information about certain Ferndale School Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the Ferndale School District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board’s policies and the School’s rules as of December 2019. If any of the policies or administrative guidelines referenced herein are revised after December 2019, the language in the most current policy or administrative guideline prevails.

Ferndale Schools Vision

At FPS, we are a school family of continual learners. We support each and every student to develop their purpose, plan, and passion. We encourage and honor dialogue about the histories, cultures, and goals of our communities. We actively and intentionally facilitate equitable access and representation, meaningful participation, and high expectations for ALL.

Non Discrimination and Equal Educational Opportunity

It is the policy of this District to provide an equal education opportunity for all students. Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District’s Compliance Officer listed below:

Mr. Bill Good, Director of Communications. 248-586-8672

Mrs. Teresa Vulcano, Director of Human Resources, 248-586-8662
Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity. Complaints will be investigated in accordance with the procedures. For more, please see Policy 2260.

**Parent & Family Engagement**

The Board of Education recognizes and values parents and families as children’s first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student’s parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

The term ‘family’ is used in order to include a child’s primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, other family members and responsible adults who play significant roles in providing for the well-being of the child.

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development and health of every learner. The principles of family engagement include: relationships as the cornerstone; positive learning environments; efforts tailored to address all families, so all learners are successful; purposeful and intentional efforts that clearly identify learner outcomes; and engaging and supporting families as partners in their child’s education. For more, please see Policy 2112.

**Rights & Responsibilities**

Ferndale Schools is dedicated to support, create, and maintain a safe, inclusive learning environment for all students and staff. All members of our school family including students, educators (including teachers, secretaries, custodians, paraprofessionals, and other school staff), parents/families, and engaged service providers must assume a responsible role in promoting behavior that enhances academic and social success. Those responsibilities include, but are not limited to, the following:
Students have the right and responsibility to:

- Be respected as an individual and be your authentic self
- Be respectful of school and district property, materials and belongings
- Be an active participant in all activities regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, disability
- Be an active learner on a daily basis by being engaged, completing assignments, and participating in class.
- Have voice and input in your school experience(s)
- Treat others as you want to be treated with understanding and respect

Parents/Families have the right and responsibility to:

- Be respected as parents/families
- Be an active participant in your child’s school success
- Be informed of your child’s attendance, performance, behavior, and school success
- Be informed in a timely manner regarding inappropriate or disruptive behaviors by your child and any disciplinary actions taken by administration or staff members and have a voice in how to address concerns in a proactive manner
- Share information with school staff of any issues that may impact the educational experiences of your child

Teachers, and staff members have the right and responsibility to:

- Establish a safe, inclusive environment that is intentional in supporting the whole child
- Be knowledgeable about the best practices in both instructional pedagogy and social emotional, restorative behavioral supports
- Clearly articulate and model the policies, rules, and expectations for behavioral and academic success of the district, school, and classroom
- Communicate policies, rules and expectations of the district, school, classroom throughout each year in cooperation with students, parents, and families
● Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all

● Seek and receive support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students where they currently at and move their academic and social emotional needs in a positive way

District Administrators have the right and responsibility to:

● Establish a safe, inclusive environment that is intentional in supporting the whole child

● Be knowledgeable about best practices in both instructional pedagogy and social emotional, restorative behavioral supports

● Clearly articulate and model the policies, rules, and expectations for behavioral and academic success of the district, school, and classroom

● Communicate policies, rules and expectations of the district, school, classroom throughout each year in cooperation with students, parents, and families

● Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all

● Seek, receive and provide support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students where they currently at and move their academic and social emotional needs in a positive way

Community-based, local organizations, agencies and nonprofits should:

● Work in partnership with the Ferndale School Family, district, and individual schools

● Share ideas and strategies to support the whole child

● Integrate supports and strategies with existing school based practices in an effort to create a cohesive, equitable framework

Student Well Being

Student safety and well-being is a responsibility of all members of our Ferndale School Family including students, staff, parents, families and community supports. We recognize and honor the
importance of supporting the whole child. We understand the importance of each tenet of the Whole Child Support and hold true to student well being.

- Each student enters school healthy and learns about and practices a healthy lifestyle. We understand the direct correlation between a student’s health and ability to learn.

- Each student learns in an environment that is physically and emotionally safe for students and adults.

- Each student is actively engaged in learning and is connected to the school and broader community.

- Each student has access to personalized learning and is supported by qualified, caring adults.

- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

All staff members receive safety training and learn the emergency procedures such as fire, lock down and tornado drills and accident reporting procedures.

In addition, all staff members receive continual professional development on social emotional development, trauma informed practices, first aid trauma care, and restorative practice supports. For more, please see Policy 8510.

Human Dignity

Ferndale Schools recognizes that we are a multi-racial, multi-ethnic school district and believes it is a part of our mission to provide a positive, harmonious environment in which respect for the diverse make-up of our school community is promoted. A major aim of education in the Ferndale School District is the development of a reasoned commitment to the core values of a democratic society. To this end, the Board is committed to maintaining an environment free of harassment and intimidation.

Section II - Ferndale Communication Guidelines

Visitors

Ferndale encourages and welcomes visitors. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer
with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

Volunteers

Ferndale appreciates volunteers and appreciates the support the district receives. Many of our families are working families. While the school does rely on volunteers for in-school activities, there are ample opportunities for working parents/guardians/caregivers to be involved. We also welcome grandparents, relatives, and family friends. Anyone who has completed the background check form in advance will be permitted to volunteer. Forms are also available at the sign-in desk in each school office.

Early Dismissal

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or a person whose signature is on file in the School office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian. For more, please see Policy 5230.

Emergency Closing and/or Delays

If the school must be closed or the opening needs to be delayed because of inclement weather or other conditions, the School will notify parents and students utilizing the phone number and email address on file with the district. Closure notifications will also be posted to the district website (www.ferndaleschools.org), Facebook page (www.facebook.com/ferndalepublicschools), and local television and radio news stations.

Transfer Out of District

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from [the school], the parent must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records, may not be released if the transfer is not properly completed. Parents are encouraged to contact, Director of Communications, Mr. Bill Good for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.
Withdraw from School

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents. For more, please see Policy 5130.

Student Records

The School District maintains many student records including both directory information and confidential information.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such “directory information” upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release you may wish to consult the Board’s annual Family Education Rights and Privacy Act (FERPA) notice which can be found in the Office of the Superintendent. Parent Notification Regarding Student Records.

Other than directory information, access to all other student records is protected by FERPA and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and enrolled in a postsecondary educational institution at any age. Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers. For more, please see Policy 8330.

Armed Forces Recruiting

The School must provide at least the same access to the high school campus and the student directory information as is provided to other entities offering educational or employment opportunities to those students. “Armed forces” means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request to the Board that indicates that the student or the parent or legal guardian does not want the student’s directory information to be accessible to official recruiting representatives then the school officials of the school shall not allow access to the student’s directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all “directory information” including in the armed forces of the United States and the service academies of the armed forces of the United States.
Use of School Equipment and Facilities

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use. For more, please see Policy 7510.

Lost and Found

Each building has a designated Lost and Found area. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the end of the first semester and the end of the year.

Section 3 - Supporting Individual Student Needs

Individuals with Disabilities

The American’s with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District’s programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact, Director Of Special Education, Ms. Natalie Kulikowski at 248-586-8693 or natalie.kulikowski@ferndaleschools.org to inquire about evaluation procedures and programs.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact Tom Maes at 248-586-8666 to inquire about evaluation procedures and programs offered by the District.

Homeless

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be
interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children. For more, please see Policy 5111.

**Homebound Instruction**

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the Director of Special Education. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instructions; present evidence of the student’s ability to participate in an educational program. For more, please see Policy 2412.

**Injury/Illness**

All injuries must be reported to a staff member, teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School’s emergency procedures.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

**Immunizations**

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the Director of Communications, Mr. Bill Good. For more, please see Policy 5320.

**Emergency Medical Authorization**

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in any activities off school grounds. This includes field trips, spectator trips, athletic and other extracurricular activities, and cocurricular activities.
The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student’s educational program. For more, please see Policy 5341.

Use of Medications

Medications and/or treatments may be administered during school or school events once a Medication Request and Authorization Form is completed and turned into the school administrator. Form must be submitted on an annual basis from a child’s doctor.

The building administrator shall designate a staff member(s) authorized to administer the medication or required treatment. Those individuals must have received training on administering the medication or treatment prior to servicing the student, except in an emergency situation.

All medications to be administered during school hours must be registered with the principal’s office. Upon receipt of the medication, the school office shall verify the amount of medication brought to the school and indicate that amount on the student medication log sheet.

Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. Two to four (2-4) weeks supply of medication is recommended.

Medication MAY NOT be sent to school in the student’s lunch box, pocket, or other means on or about his/her person. Exceptions to this would be prescriptions for emergency medications for allergies and/or reactions, or inhalers for asthma with proper authorization. For more, please see Policy 5330.

Use of Non-Prescribed Medication, Elementary

Parents may authorize the school to administer a non-prescribed medication using a form which is available at the school office. A physician does not have to authorize such medication but all of the other conditions described above under prescribed medications will also apply to non-prescribed medications. The student may be authorized on the request form by his/her parent to self-administer the medication in the presence of a school staff member. No other exceptions will be made to these requirements.
Use of Non-Prescribed Medication, Secondary

Parents may authorize the school to administer a non-prescribed medication using a form which is available at the school office. A physician does not have to authorize such medication. The parent may also authorize on the form that their child

- may self-administer the medication.
- may keep the medication in his/her possession.

If a student is found using or possessing a non-prescribed medication without parent authorization, s/he will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until written authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school’s Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

FDA, Approved Over-the-Counter Topical Substances

A student shall be allowed to possess and self-administer a U.S. Food and Drug Administration (FDA) over-the-counter topical substance upon the written authorization of the parent/guardian. An FDA-approved, over-the-counter topical substance may include sunscreen, antimicrobial or antifungal products, external analgesics including lidocaine, psoriasis or eczema topical treatments, or any other topical product with a therapeutic effect.

Asthma Inhalers and Epi-pens

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually.

When epinephrine is administered, there shall be immediate notification of the local emergency medical services system generally (911) followed by notification of the administrator, the student’s parents or, if the parents are not available, any other designated person(s), and the student’s physician.

Authorization for the Possession and Use of Asthma Inhalers, Epi-pen or Prescribed Emergency Medication shall be completed and signed by a physician and the parents authorizing the student use of a metered dose or dry powdered inhaler, or prescribed emergency medication at school, or Epi-pen where student has been diagnosed as subject to severe allergic reaction, on District transportation and school activities. This form must be received by the building principal and/or school nurse if one is
assigned to the building. Notice of this authorization shall be delivered to the staff members and transportation personnel to whom the student is assigned.

**Food Service & Special Dietary Needs**

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The school participates in the National School Lunch Program and makes lunches available to students for a fee. Ala carte items are available. Students may also bring their own lunch to school to be eaten in the school’s cafeteria and abide by the district’s Safe School Lunch & Snack List at the early childhood and elementary buildings. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal with the exception of Ferndale High School students.

Students with special dietary needs shall have the opportunity to participate fully in all school programs and activities. Families need to meet with school administration to begin the process and follow guidelines to provide necessary accommodations when required. For information regarding meal charging procedures, see AG 8500D. For more, please see Policy 5331.

Applications for the school’s Free and Reduced-Priced Meal program are distributed to all students. If a student does not receive one and believes that s/he is eligible, contact Director of Communications, Mr. Bill Good.

**Control of Casual-Contact Communicable Diseases and Pests**

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school’s professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the school’s administrative guidelines. For more, please see Policy 8450.

**Control of Non Casual-Contact Communicable Diseases**

In the case of non casual-contact, communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status
reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non Casual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child’s blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality. For more, please see Policy 8453.

**Student Fees, Fines & Supplies**

Ferndale Public Schools charges specific fees for the following non-curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit. Fees may be waived in situations where there is financial hardship.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes in accordance to Policy 6152.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others. For more, please see Policy 6152.

**Student Fundraising**

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.

- Students must not participate in a fund-raising activity for a group in which they are not members without the approval of the student’s counselor.
- Students may not participate in fund-raising activities off school property without proper supervision by approved staff or other adults.

- Students may not engage in house-to-house canvassing for any fund-raising activity.

- Students who engage in fundraisers that require them to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", will be monitored by a staff member in order to prevent a student from over-extending himself/herself to the point of potential harm.

- Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

**Student Valuables**

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

**Student Sales**

No student is permitted to sell any item or service in school without the approval of the building Principal. Violation of this may lead to disciplinary action.

**Student Advertising Outside Activities**

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

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**Section 4 - Safe School Planning**

**Emergency Operation & District Safety Plan**

Ferndale is committed to providing a safe, inclusive learning and work environment. Unfortunately, natural and man-made disasters do occur. Emergencies are best met by preparedness and planning. Each year Ferndale partners with local police and fire departments to develop an emergency operation plan with specific procedures and provide safety training to all staff members. In addition, each building has an updated crisis plan that is reviewed by all staff members four times each year. For more, please see Policy 8420.
Fire, Tornado, Lockdown Drills

The district and each school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. For more, please see Policy 8420.

Cardiac Response Plan

Ferndale has automated external defibrillators in each school building as part of the Ferndale Emergency Operations Plan in partnership with our local police and fire departments. For more, please see Policy 8420.

Preparedness for Toxic and Asbestos Hazards

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District’s Preparedness for Toxic Hazard and Asbestos Hazard Policy and asbestos management plan will be made available for inspection at the Board offices upon request. For more, please see Policy 8431.

OK 2 SAY – Anonymous Tip Line

We are proud to support Michigan’s OK 2 SAY initiative to replace the culture of silence among students with a culture of collective responsibility. Using the OK2SAY resource lines, anyone can report tips on criminal activities or potential harm directed at students, school employees, or schools. Students can make tips 24 hours a day, 7 days a week through multiple means:

- CALL 1-855-565-2729
- TEXT 652729
- E-MAIL ok2say@mi.gov
- Get the APP Android iPhone
- FROM THE WEBSITE www.mi.gov/ok2say

Statistics from the U.S. Secret Service show that in 81% of the violent incidents that happen in schools nationwide, someone else other than the attacker knew about a threat but didn’t report it. With these
new confidential tools, we are empowering our students to help us keep our schools, our students and our community safer.

SECTION 5 - ACADEMICS

Belief

Self-efficacy refers to a student’s belief that they can perform a particular task successfully. Unlike self-confidence, efficacy is specific to the task. For example, a student may have high self-efficacy on a spelling test, but low self-efficacy when doing a math problem. Students self-efficacy influences their thoughts, feelings and behaviours and has such a large impact on their success at school. Ferndale Schools works diligently to support each student’s belief in themselves.

High Expectations

When expectations are transparent, students know where their learning is headed and are motivated to get there because the path is visible. Our staff members have high expectations for students and provide tasks that are engaging and of high interest. This is an important way we foster students self-esteem, increase confidence and improve academic performance.

Trust

Trust is an essential element in building relationships, improving learning and fostering a positive, safe inclusive environment. We want our students to find power in being their authentic selves and building relationships with peers, staff, and community. Each year all buildings participate in the ‘First 4 Days’ of school to begin their journey in creating a safe, inclusive environment building on trust and mutual respect.

Clarity

Clarity of instruction has consistently been linked with increases in student achievement. Teacher clarity is a vital key to helping students understand the relationships between topics and make connections between what is taught and their own experiences. We understand the importance of clarity of academic and behavioral expectations and the positive link it has on driving completing classroom assignments, participating in discussions, and follow through. Each classroom has ‘I Can’ statements or learning goals, visual schedules, and behavioral expectations in an effort to support clarity.

Motivation

Student motivation to learn is a critical factor is school success. Although there are many factors that influence motivation, in Ferndale we work hard to foster internal motivation rather than rely on only
external motivators. With a strong understanding that relationships matter, we support building relationships between students, student and staff, and staff and families. We spend time modeling and teaching about growth mindset, connecting daily work with students’ future hopes, and understand the value of developing each student’s drive to be their best.

**Goal Setting**

Our brain is pattern seeking and goal oriented. In Ferndale, we begin teaching students to set goals for the academic, behavioral, and overall school success. In elementary school students have a grade level data folder that they use to set goals, monitor their success, and focus their priorities. At the secondary level, students set weekly goals, monitor their grades, and prioritize their actions and efforts. All students work towards daily, weekly, and yearly goals that gives students a sense of purpose and meaning for the hard work that they do.

**Educational Equity**

A district wide approach to be diligent about processes, systems and supports that will allow equitable opportunities for all students with an emphasis on increasing diverse representation in our Honors and AP courses at the secondary level. This begins with high expectations and rigor across all schools and ensuring that culturally responsive teaching practices are being utilized daily.

**Curriculum Benchmarks**

A school’s curriculum, includes everything taught in the classroom/school using textbooks, lesson plans, materials, field trips and other supports. In Ferndale we want to ensure that all students take and complete courses that are considered to be academically and culturally essential that support their present needs and guide them for the future.

**Curriculum Standards**

Ferndale Public Schools utilizes many curriculum standards to guide and inform curriculum and instruction in the classroom. These include:

- Common Core State Standards
- Next Generation Science Standards
- Michigan Academic Standards from MDE
Review of Instructional Materials

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents’ rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Course Offerings

At the secondary level, each building has their own course offering guide. Please contact building administration for access.

Field Trips

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school’s co-curricular and extracurricular program. No student may participate in any school-sponsored trip without parental/family consent. Students may not be denied an educational, academic field trip unless approved by the building administrator.

Grades

Ferndale Schools has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon mastery of course content standards as demonstrated through test results, class work, homework and projects. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

Honors or advanced placement courses are given the following additional weight:

Students earning a C or better in an Advanced Placement course will be awarded one additional honors point for that class and students earning a C or better in an honors course will be awarded an additional one-half honors point for that class.

Grade Point Average

To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be .5 x 2=.1. Then add this to the
other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, semester, year, or for a series of school years.

**Grading Periods**

Elementary students receive monthly performance reports beginning in November and report cards in January and June.

Secondary students receive report cards after each 10 week marking period indicating their cumulative grades for each course of study. Secondary grades are based on a semester’s work so the second and fourth quarter grades will be a continuation of the first and third quarters, respectively.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve poor grades.

**Promotion, Placement and Retention**

Promotion to the next grade (or level) at the elementary and middle school level is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity

Promotion to the next grade level at the high school level is as follows: A student’s progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student’s responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Guidance Office and a counselor will be pleased to answer any questions.
Graduation Requirements

Regular Diploma

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work, and earn the total number of minimum credits. A student enrolled in special education may be exempted from the State mandated test. Such an exemption is made by the IEPC Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum. For more information about the different methods by which credits can be earned, refer to Policy 5460 in the Board Policy manual, a copy of which is accessible either electronically at www.ferndaleschools.org or in the front office at Ferndale High School and University High School.

Specific course requirements are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>0.5 credits</td>
</tr>
<tr>
<td>Physical Ed</td>
<td>0.5 credits**</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>Art</td>
<td>1 credit</td>
</tr>
<tr>
<td>World Language</td>
<td>2 credits ***</td>
</tr>
<tr>
<td>Electives</td>
<td>5.5 credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24 credits</strong></td>
</tr>
</tbody>
</table>

In order for a student to qualify for a diploma in this District, s/he must have satisfactorily completed the following courses and earned at least the prescribed credits in grades nine through twelve including requirements listed below.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Credits Required for Graduation</th>
<th>Total Credits Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>University High School</td>
<td>24 credits</td>
<td>26 credits</td>
</tr>
<tr>
<td>Tri-County Educational Center</td>
<td>19 credits</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Ferndale High School</td>
<td>22.5</td>
<td>24.5</td>
</tr>
<tr>
<td>(Class of 2018) Ferndale High School</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>(Class of 2019) Ferndale High School</td>
<td>23.5</td>
<td>25.5</td>
</tr>
<tr>
<td>(Class of 2020) Ferndale High School</td>
<td>24</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required of all Students not under an IEP* or CTE</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>General Science (or its equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>World Language</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>1</td>
</tr>
<tr>
<td>Visual, Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>On-line Learning</td>
<td>½</td>
</tr>
</tbody>
</table>
**Students may earn physical education credits through participation in athletics or marching band. Successful completion of two FHS athletic seasons in different school years or two marching band seasons is required.**

***One year of World Language credit can be swapped for completion of a Career Focused Education program. Some math, science and world language requirements may be fulfilled by successful completion of vocational programs at OSTC.***

For more, please see Administrative Guideline 5460

### Postsecondary (Dual) Enrollment Options/Early College Programs

Any student in 9th, 10th, 11th, or 12th grade may enroll in a postsecondary (dual) enrollment program providing s/he meets the requirements established by law and by the District. Any interested student should contact school counselor to obtain the necessary information.

Grade 10 students interested in earning college credit up to an Associate’s Degree while simultaneously earning their high school diploma, can apply to the Accelerated College Experience (ACE) or Oakland Technical Early College (OTEC) program. ACE offers students the opportunity, guidance, and support to earn as much as an associate degree while still in high school.

Students apply in the 10th grade and commit to a three-year program spanning grades 11 and 12, plus an additional year as a full-time student at Oakland Community College (OCC). Splitting time between courses at their home high school and college classes at OCC, students work toward their diploma and a college degree at the same time. There is no cost to students or families. Oakland Technical Early College is a rigorous three-year program offering high school students an early start in post-secondary training to better prepare them for high-skill, high-demand and high-wage careers. During the 11th and 12th grades, students take high school requirements, an OSTC program and college courses that align with a technical degree. Students attend Oakland Community College full-time during an added 13th year, completing their high school diploma and potentially earning an associate degree.

Anyone interested in more information about either early college program should contact Tom Maes at 248-586-8666.

### Online, Blending Learning Program

The District shall provide eligible students the option of participating in on-line or blended learning courses. The purpose of the program is to make instruction available to eligible students using on-line and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program.
Definitions:

**On-Line Learning** - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.

**Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the 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.

**Program Eligibility**

The District shall offer a program for students in Grades 6-12. The District may offer a full time or part time program for grade 9-12 students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

**Student Eligibility**

Students eligible for the District on-line/blended learning program must meet at least one of the following conditions:

- The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.

- The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent’s permanent change of station orders.

Only students enrolled in grades 6 to 12 are eligible to enroll in an On-Line Learning course. Students in grades K-5 are only eligible to participate in Blended Learning Courses.

**Course Availability and Access**

The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide On-line Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.
The District shall enroll an eligible student in up to two (2) on-line courses as requested by the student during an academic term, semester, or trimester. Consent from the student’s parent or legal guardian must be obtained for students under the age of eighteen (18).

The District will provide two (2) or fewer courses per semester in Grades K-5 and one (1) or more courses per semester in Grades 6-12. If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.

An eligible student may enroll in an on-line course published in the District on-line course syllabus, as described in section 8 below, or the statewide catalog of on-line courses maintained by the Michigan virtual university.

The District may deny a student enrollment in an on-line course if any of the following apply, as determined by the District:

- The student has previously gained the credits provided from the completion of the on-line course.
- The on-line course is not capable of generating academic credit.
- The on-line course is inconsistent with the remaining graduation requirements or career interests of the student.
- The student does not possess the prerequisite knowledge and skills to be successful in the on-line course or has demonstrated failure in previous on-line coursework in the same subject.
- The on-line course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.

If a student is denied enrollment in an on-line course by the District, the student may appeal the denial by submitting a letter to the Assistant Superintendent of Instruction. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The Assistant Superintendent of Instruction shall respond to the appeal within five (5) days after it is received. If the Assistant Superintendent of Instruction determines that the denial of enrollment does not meet one (1) or more of the reasons specified in subsection 4(E)i.-vi., the District shall allow the student to enroll in the on-line course.

An on-line learning student shall have the same rights and access to technology in his/her District’s school facilities as all other students enrolled in that District.
If a student successfully completes an on-line course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student’s school record and transcript shall identify the on-line course title as it appears in the on-line course syllabus.

The enrollment of a student in one (1) or more on-line courses shall not result in a student being counted as more than 1.0 full-time equivalent student under this act.

Nonresident Applicants

The District shall determine whether or not it has capacity to accept applications for enrollment from nonresident applicants in on-line courses and may use that limit as the reason for refusal to enroll an applicant.

- If the number of nonresident applicants eligible for acceptance in an on-line course does not exceed the capacity of the District to provide the on-line course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.

- If the number of nonresident applicants exceeds the District’s capacity to provide the on-line course, the District shall use a random draw system.

Requirements Specific to On-Line Learning Courses

To offer an on-line course, the District must:

- Provide the Michigan virtual university with the course syllabus in a form and method prescribed by the Michigan virtual university for inclusion in a statewide on-line course catalog.

- Provide on its publicly accessible website a link to the course syllabi for all of the on-line courses offered by the District, as described in section 8, and a link to the statewide catalog of on-line courses maintained by the Michigan virtual university.

- Offer the on-line course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

On-line Course Syllabus

The District must publish an on-line course syllabus for each on-line course offered. The on-line course syllabus must include:
State academic standards addressed in an on-line course.

On-line course content prerequisites, outline and required assessments.

Expectations for actual teacher contact time with the on-line learning student and other student-to-teacher communications.

Academic support available to the on-line learning student.

On-line course learning outcomes and objectives.

Name of the institution or organization providing the on-line instructor.

Number of eligible nonresident students that will be accepted by the District in the on-line course.

Results of the on-line course quality review using the guidelines and model review process published by the Michigan virtual university.

Recognition of Student Achievement

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the building administration.

Homework

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation. For more, please see Policy 2330.

Elementary Guidelines

Homework may be given to support our focus on the development of a self-directed learner. If homework is assigned it will be based on the ability and needs of the student. A general rule of thumb is that children do 10 minutes of homework for each grade level**. K/1 - 10 minutes, 2nd grade - 20 minutes, 3rd grade - 30 minutes, 4th grade - 40 minutes, and 5th grade - 50 minutes.

Homework tasks typically fall into 3 categories.
1. Practice: Provides opportunity to apply new knowledge and reinforce acquired classroom skills. As homework is practice and not summative there will be no grade assigned.

2. Extension: Encourages students to pursue knowledge individually and imaginatively. This type of design will support students digging deeper into a subject of focus that the class or student wants to learn more about. For example, if students are provided a question to begin their Project Based Learning unit the child would come home to look up pertinent information to bring back to the class. (Either through Technology, visiting local library, interviewing a family member, etc) The focus for extension activities is to empower and engage students to learn more on a specific subject, there will be no grade assigned to this homework.

3. Engagement: Provides children and families ideas to support the Whole Child. Activities that fall under Engagement could include reading each night to your child to encourage language/cognitive growth, taking a walk around the block and trying to beat your time each day to encourage physical development, and making dinner time a ‘tech free’ zone to encourage language development. Many teachers/grade levels/schools send out a weekly or monthly calendar to encourage activities for family time and to support the Whole Child. (Schools should and will recognize the role of parents and suggest engaging ways to assist the school and support each child) The focus for engagement activities is to support the family enjoying time with each other there is no grade assigned for completion.

Technology

Before any student may take advantage of the School’s computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement may lead to termination of the student’s computer account and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School District’s Student Network and Internet Acceptable Use And Safety Policy and the requisite student and parent agreement are distributed upon enrollment and at the beginning of each school year.

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an email address.
Student Technology Acceptable Use and Safety

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides Technology Resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District’s computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose. For more, please see Policy 5136.

Student Assessment

Once each year, all Michigan students in grades 3-11 take a high-quality state summative assessment. Summative assessments measure what students know and are able to do at specific grade levels and in specific subject areas. All of Michigan’s state assessments measure student progress with Michigan’s content standards or other career or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English language arts (ELA) and mathematics. The PSAT™ 8/9 will measure ELA and mathematics in grade 8. Student knowledge of science and social studies standards are measured by M-STEP in grades 5, 8, and 11. High school students take the PSAT™ 8/9 in grade 9 and PSAT™ 10 in grade 10, to inform schools, students, and parents on what students know in ELA and mathematics, and help prepare students for the SAT college entrance exam given to every high school junior as part of the Michigan Merit Examination (MME). The MME consists of a free SAT® with Essay that also measures student knowledge on state ELA and mathematics standards, M-STEP science and social studies components, and a work skills assessment called ACT® WorkKeys®.

Parents and students should watch school newsletters for announced testing times.

Additionally the NWEA Reading, Language and Math assessments are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.
Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Any high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student’s GPA.

Students may receive credit toward high school graduation for successfully completing, prior to entering high school, a state mandated curriculum requirement, provided the course meets the same content requirements as the high school course, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For High School students, College entrance testing information can be obtained from the Guidance Office.

Students will not be required, as part of the school program or district curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services. Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. Ferndale Public Schools will not violate the rights of consent and privacy of a student participating in any form of evaluation.

**SECTION 6 - STUDENT INVOLVEMENT**

**School Sponsored Clubs, Activities, and Opportunities**

Ferndale Public Schools provides students a variety of after school opportunities to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

Extra-curricular activities do not reflect the School curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.
All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements. Please see building Principal for a list of after school opportunities.

**Non-School Sponsored Clubs**

Non-school sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that non-school persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as prescribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No non-district-sponsored organization may use the name of the school or school mascot.

**Athletics**

Ferndale Public Schools provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student’s use of a performance-enhancing substance is a violation that will affect the student’s athletic eligibility and participation. The following is a list of activities currently being offered. For further information, contact Mr. Shaun Butler, the Athletic Director, at 248-586-8740.


All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

**Student Employment**

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that s/he must maintain a job in addition to going to school, s/he must first make contact with his/her counselor to discuss any legal requirements and obtain any needed documents.
SECTION 7 - STUDENT RESPONSIBILITIES

Attendance

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District’s educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in classroom and other school activities which cannot be replaced by individual study.

Attendance is important in the development of a high quality work ethic which will be a significant factor in a student’s success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

The school chooses, however, not to provide perfect attendance awards, because there are students with health conditions that will not allow them to be in attendance every school day, although they are present every day they are capable of attending.

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child’s absence by no later than 11:00 AM on the day of the absence or by the following day. They are to call the front office of individual school and explain the reason for the absence. If the absence can be foreseen and the “good cause” must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than 10 days in a grading period, regardless of the reasons, will be considered “frequently absent”. If there is a pattern of frequent absence for “illness”, the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without
such a statement, the student’s permanent attendance record will indicate “frequent unexplained illness”, a possible sign of poor work ethic and irresponsible behavior. For more, please see Policy 5611.

**Students Leaving School During School Day**

- No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student’s parents.

- No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

**Make-Up Opportunities**

A student may make-up units of study with a properly certificated teacher if prior approval has been granted by the principal.

- Students will be given the opportunity for making up work missed due to excused or unexcused absences. The length of time for completion of make-up work shall be twice the length of the absence.

- Students will be given the opportunity to make-up work missed due to suspension. The length of time for completion of make-up work shall be twice the length of the suspension. Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

**Excused Absences**

The District accepts the following as excusable reasons for absence from school. Each absence shall be explained by a phone call from the parent or guardian and/or in writing and signed by the student’s parents. The excuse shall be provided to the appropriate office within forty-eight (48) hours of the student’s absence.

A written excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- **Personal Illness**
  - The principal may require a doctor’s confirmation if s/he deems it advisable.
● Illness in the Family
● Death of a Relative
● Family Emergency
● Quarantine of the Home
  ○ This is limited to the length of the quarantine as fixed by the proper health officials.
● Observance of Religious Holidays
  ○ Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.
● Absence During the School Day for Professional Appointments
Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:
  ○ The parent shall notify the school by telephone and/or the student shall bring a statement to that effect from his/her parents;
  ○ The student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that s/he reported for the appointment;
  ○ The student shall report back to school immediately after his/her appointment if school is still in session.

Any Absence with Principal Approval
Absences that do not accumulate against this guideline include field trips; and/or college visits.

Student Vacations During the School Year
Students are permitted to go on vacation during the school year without penalty. The purpose of this administrative guideline is to accommodate parents who must take their vacations during the school year and the desire to enjoy that time as a family.

Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.

● The District will only approve a student’s absence for a vacation when s/he will be in the company of his/her own parent/guardian or other family relatives but not other students’ parents, unless there are extenuating circumstances deemed appropriate by the principal.
● If a student is absent for any other type of vacation, s/he will be considered unexcused absent from school and subject to truancy regulations.

● The student shall be given appropriate assignments and materials for completion.

● The time missed will be counted as an authorized, excused absence and shall not be a factor in determining grades unless make-up work is not completed.

Truancy/Unexcused Absence
A student shall be considered truant each day or part of the day s/he is unexcused absence from his/her assigned location. Absence is defined as nonpresence in the assigned location. A student will be considered tardy rather than absent if s/he is in his/her assigned location after the official start of the school day or activity.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action taken will be as follows:

● Approximately every 8 weeks an attendance report will be completed identifying students with 10 or more combined absences and/or tardies. This includes excused absences without doctor notes or other proper documentation

● A truancy action plan letter will be sent to the parent or guardian stating the attendance expectations. In this letter we request contacting us if you need support getting your child to school.

● After the truancy action plan letter is sent home, and if the student reaches 20 absences, a referral is made to the Oakland County Truancy Office. Undocumented absences, doctor notes and other documentation are all taken into account before a referral is made.

● At that point the truancy officer will call the parent or guardian to schedule a meeting at the school where they will explain the truancy process and what is expected next.

Suspension from School
Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused.

A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from Restorative Practice
Coach/Counselor beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school.

Secondary students will meet with the Restorative Practice Coach prior to his/her return to review assignments, tests and make an action plan for success.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student’s grade.

**Excusable, Non-approved Absence**

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is missed.

**Unexcused Absences**

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to truancy laws of the State.

**Tardiness**

**Elementary Level**

A student who is not in his/her assigned location by the start of school shall be considered tardy. Any student arriving late to school is to report to the school office before proceeding to class.

**Secondary Level**

Each student is expected to be in his/her assigned location throughout the school day. If a student is late in arriving at school, s/he is to report to the school office before proceeding to his/her first assigned location.

**Vacations During the School Year**

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student’s teacher(s) to make the necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.
Make-up of Tests and Other School Work
Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact teacher, administrator or Restorative Practice Coach as soon as possible to obtain assignments.

Students have up to 2 days per 1 day absence in which to make up work after returning to school.

If a student misses a teacher’s test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the Principal to arrange for taking the test.

Student Attendance at School Events
The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as non participants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

Dress Code
Ferndale School recognizes that each student’s mode of dress and grooming is a manifestation of personal style and individual preference. Staff members will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. For more, please see Policy 5511 and guidelines at: https://www.ferndaleschools.org/district/about/policies/dress-code/.

Care of Property
Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school.
Safety Concerns

Students should not use roller blades, bicycles, skateboards, scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

Search and Seizure

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student’s consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock’s combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students’ privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District’s property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District’s computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student’s knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student’s refusal to permit such access may be grounds for disciplinary action.
Lockers Are School Property

All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the public school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its pupils for the pupils’ convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the public school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the public school principal or his/her designee.

Search of Locker Contents

Random searches of school lockers and their contents may have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parent/guardian or pupil consent. The public school principal or his/her designee shall not be obligated to but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

Seizure

When conducting locker searches, the public school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to, the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property.

Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide
School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials.

The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the locker.

Notice of Policy A copy of the local school board policy regarding locker searches shall be provided annually to each pupil and parent/guardian of the pupil assigned a school locker. References The Revised School Code, 380.1306, 2000 PA 87 (Locker Searches) New Jersey v. T.L.O., 469 U.S. 325 (1985), U.S. Constitution, Amendment IV

*If the board of a school district, local public school district, or intermediate school district or board of directors of a public school academy operates a school that has pupil lockers, the board or board of directors shall adopt a policy on searches of pupils’ lockers and locker contents. The board or board of directors shall provide a copy of this policy to each pupil at a school that has lockers and to the parent or legal guardian of each of those pupils. The board . . . shall also provide a copy of the policy to the department upon request by the department [380.1306(2)].

**Student Rights of Expression**

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A material cannot be displayed if it:

- Is obscene to minors, libelous, indecent and pervasively or vulgar,
- Advertises any product or service not permitted to minors by law,
- Intends to be insulting or harassing,
- Intends to incite fighting or presents a likelihood of disrupting school or a school event.
- Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the building principal twenty-four (24) hours prior to display.

**Student Concerns, Suggestions, and Grievances**

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

**SECTION 8 - TRANSPORTATION**

**Bus Transportation**

The school provides transportation for all students as outlined below:

- Students who require transportation because of a disability as identified in their Individual Education Plan. Transportation of special education students between their home areas and schools outside the district may be on school-owned equipment, through cooperative agreements with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

- All students in kindergarten through 6th grade who live more than one (1) mile from school or have been identified as eligible for transportation due to safety criteria, except for Lower Elementary students who will be eligible for transportation if they live more than one-half (1/2) mile from school.
● All students in 7th and 8th grade who live more than one and one-half (1 1/2) miles from school or have been identified as eligible for transportation due to safety concerns.

● Students who participate in the following programs: Oakland Technical Center, C.A.S.A.

The transportation schedule and routes are available by contacting the Transportation Department at 248-586-8890.

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The building principal may approve a change in a student’s regular assigned bus stop to address a special need, upon the principal’s approval of a note from a parent stating the reason for the request and the duration of the requested change.

**Bus Safety Expectations**

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain that transportation safety.

Students must comply with the following basic safety rules:

Prior to loading the bus, each student shall:

- be on time at the designated loading zone (10 minutes prior to scheduled stop);
- stay off the road at all times while walking to and waiting for the school transportation;
- line up single file off the roadway to enter;
- wait until the school transportation is completely stopped before moving forward to enter;
- refrain from crossing a highway until the driver signals it is safe to cross;
• go immediately to a seat and be seated.

It is the parents’ responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the bus trip, Each student shall:

• remain seated while the school transportation is in motion;
• keep head, hands, arms, and legs inside the school vehicle at all times;
• not litter in the school vehicle or throw anything from the vehicle;
• keep books, packages, coats, and all other objects out of the aisle;
• be courteous to the driver and to other riders;
• not eat or play games, cards, etc.;
• not tamper with the school vehicle or any of its equipment.
When leaving the bus, each student shall:

- remain seated until the vehicle has stopped;
- cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;
- be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

**Behavioral Concerns on Bus**

A student who misbehaves on the bus shall be disciplined in accordance with the Student Code of Conduct and may lose the privilege of riding on the bus.

**Self Transportation to School**

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school.

**Use of Motorized Utility Vehicles**

Due to the clear and present danger of accident, the Board of Education prohibits the use of motorized utility vehicles by students on school grounds or for school activity purposes. For more info, please see Policy 5515.

Ferndale Board of Education
Board Meeting: December 16, 2019

For Action: Approval of Classroom/School Library at Ferndale Middle School

Background / Description:

The purpose of this purchase is to support Ferndale Middle School English Language Arts teachers in establishing classroom libraries.

According to the NCTE (National Council for Teachers of English) Statement on Classroom Libraries (2017), “[W]e support student access to classroom libraries that 1) offer a wide range of materials to appeal to and support the needs of students with different interests and abilities; 2) provide access to multiple resources that reflect diverse perspectives and social identities; and 3) open up opportunities for students, teachers, and school librarians to collaborate on the selections available for student choice and reading.”

Additionally, the recently-adopted Michigan 6-12 Essential Practices for Disciplinary Literacy explain the need for classroom libraries. Essential Practice #2 states that Language Arts instruction must:

- engage students with texts that provide entry way into questions, puzzles, themes, authors, issues, and/or genres that can be investigated further.
- provide access and regular opportunities to work with a wide range of texts (i.e. print, audio, visual, and multimodal) of varying complexity, structure, and genre (e.g., novels, short stories, poetry, comics, newspaper articles, magazines, journals, advertisements, websites, discussion boards, internet postings), including the following:
  - rigorous texts on grade level and beyond,
  - texts that connect to their interests and that also reflect their own and others’ backgrounds and cultural experiences,
  - texts that allow students to reflect on their own identities as well as engage them in exploring identities different than their own.
- foster a reading culture that promotes engagement with diverse texts in a variety of contexts (e.g. independent reading, online communities, reading conferences, book clubs, book talks).

We turned to the research in order to identify a target number of books to purchase for this endeavor. One piece of research, located on the American Library Association's web page, comes from the School Library Journal. The School Library Journal’s Spending Survey recommends an average of 19 books per pupil for middle school students and 16 books per pupil for high school students. According to the same School Library Journal, it is expected that schools have the following number of titles stocked in their libraries: 13,000 in middle school and 13,636 titles in high school. Additional research comes from the Journal of Language and Literacy Education, which states that “[o]ne rule of thumb on how many books to include is to plan for a minimum of 10 books for every child in the classroom, with no less than 100 books” (Fractor, Woodruff, Martinez, & Teale, 1993; Reutzel & Fawson, 2002). Catapano, S, Fleming, J., & Elias,
Stocking a classroom library in secondary classrooms has different implications than stocking an elementary one. Most secondary teachers have multiple sets of children rotating through their classroom during a given day. This requires that a secondary classroom library have a higher total number, so that all students have the opportunity to select texts.

In order to offer equitable, research-based instruction, Ferndale Middle School ELA teachers need access to texts written by authors with diverse backgrounds and approaches. With an eye toward the district’s focus on equity, we made sure to prioritize selecting texts that offer mirrors and windows, a concept explained by Rudine Sims Bishop: “Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self affirmation, and readers often seek their mirrors in books.” In order to do this, we adapted a survey from Lee & Low publishers for compiling a diverse inventory of texts. Within the survey, we used resources including lists of American Library Association award winners, recommendations from members of Libres and other stakeholders in literacy, and neighboring districts who have taken on similar projects.

We are confident that providing classroom libraries to the teachers, in addition to providing customized professional learning opportunities, will allow for improved classroom instruction and increased achievement in literacy. We will continue to work with our Oakland Schools consultant to embed our new library selections into our updated curriculum documents.

Recommendation:

Administration recommends that the Board authorize the purchase of the diverse, library selections listed in the attached quote.
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**Categories:**
- Juvenile Fiction
- Action & Adventure
- Myths, Legends, & Historical Fiction
- Mysteries, Espionage, & Detective Stories
- Fantasy & Magic
- Social Themes
- Friendship
- Topical
- Physically Challenged
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<td>Abdulaziz, Nick Nick</td>
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<td>9781250091666</td>
<td>Cresswind</td>
<td>Applegate, Katherine</td>
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<td>Asia</td>
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<td>9781250079680</td>
<td>Six of Crows</td>
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<td>Asia</td>
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<td>9781250027399</td>
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<td>9781250115263</td>
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<td>After the Death of Anna Gonzales</td>
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<td>Frost, Helen</td>
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<td>9780312641573</td>
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<td>Gantos, Jack</td>
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<td>Gemeinhart, Dan</td>
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<td>L'Engle, Madeleine</td>
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<td>06/2011</td>
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<td>Rain Reign</td>
<td>Martin, Am M</td>
<td>$7.99</td>
<td>PB</td>
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<td>USA</td>
<td>Asia</td>
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<td>9781250072029</td>
<td>Cinder: Book One of the Lunar Chronicles</td>
<td>Meyer, Marissa</td>
<td>$9.99</td>
<td>PB</td>
<td>10/2013</td>
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<td>Because of Winn-Dixie: The Tale of Despereaux: Being the Story of a</td>
<td>DiCamillo, Kate</td>
<td>Thermophile</td>
<td>03/13/2019</td>
<td>$12.99</td>
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<td>Thermophile</td>
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<td>Library</td>
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<td>Roll of Thunder, Hear My Cry, 40th Anniversary</td>
<td>Taylor, Mildred D</td>
<td>Thermophile</td>
<td>04/01/2018</td>
<td>$12.99</td>
<td>Paperback</td>
<td>FIC, Young Adult Fiction, Social Themes, Historical, United States - 20th Century, Juvenile Nonfiction, Biography &amp; Autobiography, Political, Juvenile Nonfiction, Biography &amp; Autobiography, Women</td>
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<td>9781452255826</td>
<td>The Boy Who Gave an Elephant His Name</td>
<td>Younaiwa, Malila ; McCormick, Patricia</td>
<td>Thermophile</td>
<td>03/01/2018</td>
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<td>Harrerender, Jaime ; Campoy, F Isabel</td>
<td>Paperback</td>
<td>04/03/2018</td>
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<td>Anger Is a Gift</td>
<td>Ostrowski, Mark</td>
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<td>05/07/2019</td>
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<td>Kelkar, Surya</td>
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Resolution to Approve the
2019-2020 Budget First Amendment
December 2019

Whereas, this resolution shall be the general appropriations of Ferndale School District for the 2019-2020 fiscal year; a resolution to make appropriations; to provide for the expenditure of the appropriations; and to provide for the disposition of all revenue received by the Ferndale Public Schools; and

Whereas, the total revenues and unappropriated fund balance estimated to be available for appropriation in the general fund of the school district for fiscal year 2019-2020 which includes 18 mills of ad valorem taxes to be levied on non homestead and non-qualified agricultural property to be used for the operating purposes is as follows:

Revenue

<table>
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<th>Revenue</th>
<th>Amount</th>
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<tbody>
<tr>
<td>100 Local</td>
<td>$5,660,149</td>
</tr>
<tr>
<td>300 State</td>
<td>$27,925,242</td>
</tr>
<tr>
<td>400 Federal</td>
<td>$1,693,223</td>
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<tr>
<td>500 Inter District</td>
<td>$1,735,947</td>
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Total Revenue $37,014,561

Total fund balance,
July 1 available to appropriate $6,794,576
Total available to appropriate $43,809,137

Whereas $43,809,137 of the total available to appropriate in the general fund is hereby appropriated in the amounts and for the purposes set forth below:

Expenditures

<table>
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<th>Expenditures</th>
<th>Amount</th>
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<tr>
<td>100 Instruction</td>
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<tr>
<td>11x Basic Programs</td>
<td>$15,240,315</td>
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<td>12x Added Needs</td>
<td>$4,410,283</td>
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<td>13x Adult Education</td>
<td>$616,778</td>
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<td>200 Support Services</td>
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<tr>
<td>21x Pupil Support</td>
<td>$3,031,294</td>
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<tr>
<td>22x Instructional Staff Support</td>
<td>$2,419,387</td>
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<tr>
<td>23x General Administration</td>
<td>$606,080</td>
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<tr>
<td>24x School Administration</td>
<td>$2,250,321</td>
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<tr>
<td>25x Business Services</td>
<td>$629,950</td>
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<tr>
<td>26x Operations &amp; Maintenance</td>
<td>$3,478,818</td>
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<td>27x Transportation</td>
<td>$1,287,113</td>
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<tr>
<td>28x-29x Other Central Support</td>
<td>$2,004,522</td>
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<td>3xx Community Services</td>
<td>$571,628</td>
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<td>4xx - 6xx Other Financing Uses</td>
<td>$408,149</td>
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<tr>
<td>Total Appropriated</td>
<td>$36,954,638</td>
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Projected June 30, 2020 Fund Balance $6,854,499
Now, therefore be it resolved, that no Board of Education member or employee of the school district shall expend any funds or obligate the expenditure of any funds except pursuant to appropriations made by the Ferndale Schools Board of Education and in keeping with the budgetary policy statements hereto adopted by the Board. Changes in the amount appropriated by the Board shall require approval of the Board.

*The Ferndale Public Schools Board of Education*

<table>
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<th>President</th>
<th>December 16, 2019</th>
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<tbody>
<tr>
<td>Date</td>
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<table>
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<th>Secretary</th>
<th>December 16, 2019</th>
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## 2019-20 Amended Budget by Function-Revenue

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<th>Actual 2018-19</th>
<th>Original 2019-20</th>
<th>Amended 2019-20</th>
<th>Difference</th>
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<td>Local Revenue</td>
<td>$ 5,238,398</td>
<td>$ 5,592,593</td>
<td>$ 5,660,149</td>
<td>$ 67,556</td>
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<td>State Revenue</td>
<td>26,878,405</td>
<td>25,381,546</td>
<td>27,925,242</td>
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<td>Federal Revenue</td>
<td>1,985,044</td>
<td>1,495,684</td>
<td>1,693,223</td>
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<td>Inter District / Other Sources</td>
<td>2,693,206</td>
<td>1,735,947</td>
<td>1,735,947</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>36,795,053</strong></td>
<td><strong>34,205,770</strong></td>
<td><strong>37,014,561</strong></td>
<td><strong>2,808,791</strong></td>
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### 2019-20 Amended Budget by Function-Expenditures

#### Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual 2018-19</th>
<th>Original 2019-20</th>
<th>Amended 2019-20</th>
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### 2019-20 Amended Budget by Function-Expenditures-Cont.

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Primary Changes from Original Budget

**Revenue**
- Originally budgeted for 2,950 student FTEs at $8,401 after fall count district is at 3,111 student FTEs an increase of 161 FTEs or $1,630,000 in State Revenue
- Deferred Section 107 $155,000
- School Safety Grant $245,150
- Increase of $85,000 WIOA Adult Basic Education
- Section 51F $65,700 Special Education additional 2%

**Expenditures**
- $394,000 increase for the enrollment bonus (includes FICA)
- $56,800 for teachers working on prep first semester
- Salary increases across all units (Excludes UAW currently negotiating)
- Increase $25,000 Business Services for Digitizing Payroll Records
- Additional Psychologist, additional Speech teacher
- Increase of $25,000 Business Services for Digitizing Payroll Records
Policy Update

VOLUME 34 NUMBER 1
SEPTEMBER 2019

MASB Policy Services Provided by Neola
Effective policies are at the core of successful school district governance. Maintaining policies that reflect both local oversight and ever-changing state and federal laws is an enormous task. School board members can rely on the MASB-Neola Partnership to keep their policy manuals up-to-date. Under this partnership, Neola provides comprehensive policy services for MASB members on behalf of MASB. Working together, MASB and Neola produce uniform school policies and guidelines to better serve all Michigan school districts.

Policy Development and Updating
Neola, with assistance from MASB if and when needed, will work with the board, administrators and committee(s) to develop a comprehensive policy manual that suits your district’s needs. Each manual is based on templates that have been thoughtfully prepared and vetted by Neola’s outside counsel and MASB’s legal counsel and are customized to the district’s unique circumstances through choices made by the board and administrative team. The bylaws, policies and administrative rules/regulations are a unique collection assembled by educators and attorneys. The final manual will contain legal citations, footnoted reference material, a comprehensive index and a cross-referencing system. The end result will be a policy manual that’s in line with law and court decisions, indexed, cross-referenced and cross-checked, and meets the individual needs of your district.

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OVERVIEW AND COMMENTS

All production related materials and questions should be directed to the Coshocton Office at 632 Main Street, Coshocton, Ohio 43812 (phone 800-407-5815, fax 740-622-2557). Billing questions should be directed to the Stow Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone 330-926-0514, fax 330-926-0525).

Please do not retype Neola materials before returning them for processing. We prefer to have the original materials returned after you have marked them indicating which changes and additions you choose to have/not have for your District.

If a District chooses not to adopt a policy or administrative guideline, the District is still obligated to follow applicable Federal and State laws relating to that topic.

The proposed new, revised, and replacement policies, administrative guidelines and forms included in this update have been thoughtfully prepared and reviewed by Neola’s legal counsel for statutory compliance. If you make changes, or substitute in its entirety policies or other materials of your own drafting, those materials should be reviewed by your legal counsel to verify compliance. Neola does not review district-specific edits to update materials or District-specific policies for statutory compliance.

If a policy or guideline is marked as a revision, the changes have been marked in bold (to add material) and crossed out (to delete material). As you review a revised policy or guideline, you may choose to accept one, many or all of the changes provided. If a policy or guideline is marked as a replacement, that means there have been enough changes made that justify a complete, clean replacement copy. As you review a replacement policy or guideline, you should also check the materials you have in your current policy or guideline to see if there is some specific wording you want to include in the replacement policy. If so, any wording from the current policy should be added using “Track Changes” or the editing tools in the Board Docs platform in the replacement policy or guideline before returning it electronically to the Coshocton office for processing.

If the District authors language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits.

Policies that are to be deleted from the policy manual require Board action to rescind the policy.

Your Neola Associate will contact you in the near future to schedule an appointment to review this update and ensure you are current on this and previous updates.

If you are not an administrative guidelines client, you did not receive those materials in this packet. Contact your Associate for more information about becoming an administrative guidelines client.
Processing Update Materials

If you will be making changes to these Update documents electronically, use "Track Changes" or the editing tools in the BoardDocs platform to mark the Neola materials indicating which of the proposed revisions and additions you choose to include or not include for your District, or to make additional edits, before returning them electronically for processing. Be sure to leave the "track changes" and marked up version as the one you submit to the production office in Coshocton, Ohio.

District-Specific Material

If the District chooses, during any step of the Update process, to incorporate District-specific material into a new policy or guideline that has been proposed or to insert District-specific material into a current policy or guideline for which revisions have been proposed in an update issued by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

A. Materials from the District's existing materials that the District requests be incorporated during the drafting process;

B. New materials that the District develops in their entirety and exclusive of Neola; and

C. Revisions or deletions that substantively depart from Neola's templates.

Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such District-specific materials be incorporated. Neola reserves the right to, but is not obligated to, advise the District to seek its own legal review of District-specific materials.
Notice Regarding Legal Accuracy

Neola is vigilant in providing policy language to clients that has been vetted for legal accuracy by Michigan legal counsel. Should any question arise as to the legal compliance or accuracy of Neola materials, it is our expectation that Neola’s counsel will have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by Varnum, LLP (Grand Rapids, MI) for consistency with Federal and State law.

LEGAL ALERT

Included with this update are legal alerts printed on green paper. These legal alerts include:

A. Recent Legislative Changes and Legal Issues
B. FMLA Guidance Released by the Department of Labor (DOL)
C. FLSA - DOL Proposes Changes to the Minimum Salary Threshold for Overtime Exemption
D. Employee Wellness Programs
E. Standards of Evidence

BYLAWS AND POLICIES

Policy 1420 - School Administrator Evaluation (Revised)

Revisions to this policy (and Policy 3220) reflect S.B 122 and S.B. 202annual year-end evaluations for teachers and school and district administrators who are regularly involved in instructional matters.

These revisions reflect current law and should be adopted in order to maintain accurate policies.
Policy 2265 - Child Care Center Staff and Volunteers (New)

This new policy is provided to comply with a change to the Child Care Organizations Act requiring more intensive background checks for anyone who works in a qualifying program, including volunteers if they have unsupervised contact with kids. The Act requires districts to have a policy regarding volunteer supervision. Although a policy is not required on background checks, the district is required to do them.

This new policy reflects current law and should be adopted in order to maintain accurate policies.

Policy 2450 - Community and Adult Education (Revised)

The addition to this policy is provided for districts that offer adult education/job training programs that are eligible for tuition funds paid by the U.S. Department of Veterans Affairs and enforced at Institutions of Higher Learning, Non-College Degree Programs, and Flight Schools. The recently enacted Veterans Benefits and Transition Act of 2018 requires Michigan's State Approving Agency (SAA) to disapprove all courses at educational institutions that have a policy inconsistent with the following criteria for recipients of Chapter 31 and Chapter 33 of the G.I. Bill.

This revision reflects the current Federal law and should be adopted if the district provides such adult education/job training programs.

Policy 2628 - State Aid Incentives (Revised)

The revision to this policy reflects the current "At-Risk" characteristics specified in Section 31a(20) of the Michigan School Aid Act.

This revision reflects the current state of the law and should be adopted to maintain accurate policies.

Policy 3210 - Staff Ethics (Revised)

This policy has been revised to include the provisions of the recently approved (May 2019) Michigan Code of Educational Ethics (Code). The Code is adapted from the Model Code of Ethics for Educators (MCEE), adopted by the National Association of State Directors of Teacher Education and Certification Board of Directors.

Revisions to this policy are recommended for adoption.
**Policy 3220 - Professional Staff Evaluation (Revised)**

Revisions to this policy (and Policy 1420) reflect S.B 122 and S.B. 202 annual year-end evaluations for teachers and school and district administrators who are regularly involved in instructional matters.

These revisions reflect current law and should be adopted in order to maintain accurate policies.

**Policy 5230 - Late Arrival and Early Dismissal (Revised)**

This revision provides an option for the District to require photo identification when releasing a student to a non-parent/guardian.

This option is recommended, but not required.

**Policy 5330.02 - Opioid Antagonists (Revised)**

This policy has been revised to reflect the changes of Public Act 38 and Public Act 39 resulting in the creation of the new Administration of Opioid Antagonist Act (AOAA). The Act is effective as of September 24, 2019.

These revisions reflect the current state of the law and should be adopted to maintain accurate policies.

**Policy 6800 - System of Accounting (Revised)**

This policy has been revised to reflect the reporting requirements of the Governmental Accounting Standards Board, Statement No. 84 (GASB 84) regarding student and school-related activity funds.

This revision reflects the requirements in the Michigan Public Schools Accounting Manual and should be adopted.

**Policy 7300 - Disposition of Real Property (Revised)**

This policy has been revised to specifically list certain options that are available to districts regarding disposition of real property.

Revisions to this policy are recommended, although not required.
Policy 7440.03 - Small Unmanned Aircraft Systems (New)

Neola first issued guidance on drones in August 2015, providing a sample resolution for districts to prohibit the operation of small unmanned aircraft systems on school property, to be in compliance with MHSAA bylaws. Such aircraft systems are regulated by the Federal Aviation Administration (FAA), with rulemaking by that agency in the early stages at that time. However, rulemaking has become somewhat settled with the issuance of SMALL UNMANNED AIRCRAFT RULE (PART 107). This new policy and administrative guideline reflect the provisions of that rule (Part 107) and the prohibition advanced by the MHSAA.

This policy and guideline are recommended.

Policy 8400 - School Safety Information (Reissued)

This policy and corresponding AG are being reissued as a part of this update. When revised in January 2015, the optional language was offered dealing with Threat Assessment procedures and considerations. Very few clients selected the Threat Assessment language at that time. However, given the current focus on such precautions, the template is being reissued (with no further revision) for consideration.

This policy and guideline are recommended.

Policy 8462 - Student Abuse and Neglect (Revised)

This policy has been revised to include all "mandatory reporters" as specified by Michigan statute. Given recent additions to the list of individuals required to report suspicion of child abuse, the term "professional staff" was not sufficiently inclusive.

The revised policy reflects the current state of law and should be adopted to maintain accurate policies.

Administrative Guidelines

AG 2240B - Alternative Learning Activities for Opt-Out Students (Revised)

Language has been added to this guideline to provide an alternative for a student who objects to dissection activities, in accordance with Michigan State Board of Education policy.

This guideline should be approved and implemented.
AG 2432 - Driver Education (Revised)

This guideline has been revised to reflect the nighttime hours requirement as provided in Public Act 34 - 2019 as approved by the Governor on June 25, 2019. The guideline need only be considered if the district offers a driver education program.

AG 5230 - Early Dismissal (Revised)

See note on Policy 5230.

AG 6146 - Post-Issuance Compliance for Tax-Exempt and Tax-Advantaged Obligations (Revised)

This guideline has been revised to reflect reporting requirements prescribed by the Treasury Department.

AG 7440.03 - Small Unmanned Aircraft Systems (New)

See note on Policy 7440.03

AG 8400A - Threat Assessment and Intervention (Reissued)

See note on Policy 8400.

FORMS

Form 5230 F1 - Early Release Form (Revised)

See note on Policy 5230.

COMMENTS

Reviewing Board Minutes

A feature of your subscription to the Update Service is the review of your District’s Board minutes to identify action that results in new policy or revision to existing policy. If such action has been taken and copies of the related materials have not been submitted to the Coshocton Office, the District will be contacted and additional information regarding the action will be requested. Please take advantage of this valuable service by sending copies of your Board minutes to the Coshocton Office for review.
Draft Policies

Book: Policies for MI Local Update
Section: Disposition Sheets
Title: Vol. 34, No. 1 - September 2019 Policy Disposition Sheet
Code: Vol. 34, No. 1 - September 2019
Status: Draft

DISPOSITION OF NEW/REVISED/REPLACEMENT POLICIES FOR BOARD ADOPTION

Vol. 34, No. 1 - September 2019

Coding for District-Specific Edits
*1 = drafted by District staff
*2 = if the material was a work for hire, that is, material the District paid someone else to develop but from whom the District purchased the rights to publish
*3 = if the material is copyrighted to someone else from whom the District has secured permission to publish the material
(No code is needed for accepting Neola's vetted material)

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Policy: pol420  
Section: Vol. 34, No. 1 - September 2019

Vol. 34, No. 1 - September 2019 Revised SCHOOL ADMINISTRATOR EVALUATION

1420 - SCHOOL ADMINISTRATOR EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with the involvement of school administrators, it delegates to the Superintendent, the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

A. Evaluates the school administrator's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

The Superintendent or designee shall perform administrators' evaluations. Administrators rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

B. Establishes clear approaches to measuring student growth and provides school administrators with relevant data on student growth.

C. Evaluates a school administrator's job performance as highly effective, effective, minimally effective or ineffective, using multiple rating categories that take into account student growth and assessment data. For the 2018-2019 school year, 2015—2016, 2016—2017 and 2017—2018 school years twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018—2019-2020 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

For building level administrators, the data to be used is the aggregate student growth and assessment data that are used in teacher annual year-end evaluations in each school in which the school administrator works as an administrator. For a central-office-level administrator, the pertinent data is that of the entire School District.

Data towards evaluation
State law - 40%
D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. The effectiveness of school administrators, so that they are given ample opportunities for improvement.

2. Promotion, retention, and development of school administrators, including providing relevant coaching, instruction support, or professional development.

3. Removing ineffective school administrators after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

4. Whether to grant full certification, to school administrators using rigorous standards and streamlined, transparent, and fair procedures.

E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the school in which the school administrator works as an administrator:

1. The school administrators' training and proficiency in conducting teacher performance evaluations if s/he does so or his/her designee's proficiency and training if the administrator designates such duties.

2. The progress made by the school or District in meeting the goals established in the school/District improvement plan.

3. Student attendance.

4. Student, parent and teacher feedback and other information considered pertinent by the Board.

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of the 2016—2017 school year, the District shall adopt and implement one (1) or more of the evaluation tools for teachers or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications. The evaluation tools shall be used consistently among the schools operated by the District so that all similarly situated school administrators are evaluated using the same measures.
G. Beginning with the 2016—2017 school year, the District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.

2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.

5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

6. A description of the plan for providing evaluators and observers with training.

H. Beginning with the 2016—2017 school year, the District shall also:

1. Provide training to school administrators on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided a District or by a consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
2. The District shall ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The evaluation system shall ensure that if the administrator is rated as minimally effective or ineffective, the person(s) conducting the evaluation shall develop and require the school administrator to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the administrator on his/her next annual year-end evaluation. An administrator rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the individual administrator needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to an administrator shall not release that professional staff member from the responsibility to improve. If an administrator, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

[NOTE: Only select if there is a relevant CBA.]

[ ] The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of July 19, 2011, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the bargaining agreement.

not currently included in policy, so no need to eliminate
This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

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Legal References: M.C.L. 380.1249, 1249b
Background Checks

All staff members employed by the District whose job responsibilities include working with children in the District's

[DRAFTING NOTE: YOU MUST SELECT ALL CATEGORIES THAT ARE PROVIDED IN YOUR DISTRICT THAT ARE COVERED BY THE CHILD CARE ORGANIZATIONS ACT]

( ) pre-school programs,
( ) before or after school programs,
( ) early childhood development programs,
( ) child or day care center,
( ) drop-in program, and/or

and all other persons eighteen (18) years or older who provide unsupervised care or have unsupervised access to the children in the program(s) [OPTION] [ ], including volunteers, [END OF OPTION] must consent to and complete a comprehensive background check compliant with the requirements of the Child Care Organizations Act.

[DRAFTING NOTE: SELECT THE ABOVE OPTION ONLY IF YOU DO NOT SELECT THE OPTION BELOW PROHIBITING VOLUNTEERS FROM UNSUPERVISED ACCESS.]

[OPTION] [ ] Volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). [END OF OPTION]
All staff members and any volunteers who have contact with children in the program(s) at least four (4) hours per week for more than two (2) consecutive weeks must have test results on file with the District indicating that they are free from communicable tuberculosis. The test results must have been verified within one (1) year before employment or volunteering.

**Supervision of Volunteers**

All persons who volunteer in the program(s), including the parents or guardians of a child receiving care or services, will be supervised by the District staff member(s) who are working in the program(s). District staff members will be informed of their supervisory roles [OPTION]( ) including the requirement that volunteers shall not engage in unsupervised care or supervision of the children or be provided unsupervised access to the children in the program(s). [END OF OPTION]

[DRAFTING NOTE: SELECT THIS OPTION IF YOU SELECTED THE OPTION ABOVE.]

District staff members must report any issues or concerns of any nature relating to volunteers to the [PICK ONE] building principal [ ] Superintendent [ ]

[END OF OPTIONS] at the first available opportunity. The Building Principal [insert selection from preceding sentence] will promptly address all issues or concerns and determine whether any instruction, changes, corrective action or other remedies should be implemented.

All volunteers must comply with Board policies and District guidelines while acting as a volunteer and are subject to removal or prohibition from participating as a volunteer in the program(s).

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Legal References: M.C.L. 722.111, et seq.
Policy: po2450
Section: Vol. 34, No. 1 - September 2019

Vol. 34, No. 1 - September 2019 Revised COMMUNITY AND ADULT EDUCATION

2450 - COMMUNITY AND ADULT EDUCATION

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

With regard to community education, the Board shall provide programs

( ) in the evening

( ) and day

for the purpose of meeting the

( ) avocational,

( ) recreational,

( ) cultural

interests of the community.

( ) as well as the vocational/technical training and retraining needs of local workers.

[ ] With regard to adult education, the Board also shall provide a

( ) basic

( ) high school

continuation program for anyone over the age of sixteen (16) who is not attending high school

( ) in the schools of this District

as an opportunity to complete the requirements for a high school diploma.
Veterans Benefits and Transition Act

The Board shall permit for GI Bill and Vocational Rehabilitation and Employment Program beneficiaries to attend a course of education or training for up to ninety (90) days pending payment from the Veterans Administration (VA) for the course. To be eligible, the beneficiary must provide a certificate of eligibility for entitlement to educational assistance (valid/current VAF 28-1905) and a written request to use the entitlement. Documentation must be submitted no later than the first day the course or training commences. The ninety (90) day period starts on the date when the District certifies tuition and fees following receipt of the required documents.

The District shall not impose a penalty, deny access to classes or facilities, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA. The State Approving Agency (SAA) or the VA may act to approve or disapprove certain courses of education, which may be subject to a waiver by the VA.

The Board shall also maintain an Americanization program of instruction for the benefit of foreign-born residents of the District.

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

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Legal References: A.C. Rule 388.281 et seq.
Vol. 34, No. 1 - September 2019 Revised STATE AID INCENTIVES

2628 - 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 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 already selected

The State School Aid Act provides Section 31a funding for instructional and student support services who meet the at-risk identification characteristics specified in Section 31a(20).

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 economically disadvantaged; is an English learner (EL); is chronically absent as defined and reported to the Center for Educational Performance and Information (CEPI); is an immigrant who has immigrated within the immediately-preceding three (3) years; 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.

add factors for at-risk
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.

LEGAL REFERENCES: State School-Aid Act
3210 - STAFF ETHICS

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

A. Responsibility to the Profession

1. demonstrate responsibility for oneself as an ethical professional;
2. acknowledge, address and attempt to resolve ethical issues in an appropriate manner;
3. promote and advance the profession within and beyond the school community;

B. Responsibility to Professional Competence

1. demonstrate commitment to high standards of practice;
2. demonstrate responsible use of data, materials, research and assessment;
3. act in the best interest of all students;

C. Responsibility to Students

1. respect the rights and dignity of students;
2. demonstrate an ethic of care for students;
3. maintain student trust and confidentiality in a developmentally appropriate manner and within appropriate limits;

D. Responsibility to the School Community

1. promote effective and appropriate relationships with parents/guardians;
2. promote effective and appropriate relationships with colleagues;
3. promote effective and appropriate relationships with the community and other stakeholders;

4. promote effective and appropriate relationships with employers;

5. understand the problematic nature of dual or multiple relationships;

E. Responsible and Ethical Use of Technology

1. use technology in a responsible manner;

2. ensure student safety and well-being when using technology;

3. maintain confidentiality in the use of technology;

4. promote the appropriate use of technology in educational settings;

F. ( ) recognize basic dignities of all individuals with whom they interact in the performance of duties;

G. ( ) represent accurately their qualifications;

H. ( ) exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;

I. ( ) seek and apply the knowledge and skills appropriate to assigned responsibilities;

J. ( ) keep in confidence legally-confidential information as they may secure;

K. ( ) ensure that their actions or those of another on their behalf are not made with specific intent of advancing private economic interests;

L. ( ) avoid accepting anything of value offered by another for the purpose of influencing judgment;

M. ( ) refrain from using position or public property, or permitting another person to use an employee’s position or public property for partisan political or religious purposes. This will not be implemented in a manner that limits constitutionally or legally protected rights as a citizen.
In keeping with the ethical responsibilities of the professional staff, the Board of Education prohibits staff from engaging in a relationship with students of this District, regardless of their student's age. Professional staff should not provide alcohol, drugs, cigarettes, or any other contraband to a student.

Legal References: Michigan Code of Educational Ethics
M.C.L. 750.520b, 750.520c, 750.520d, 750.520e
Vol. 34, No.1 - September 2019 Revised PROFESSIONAL STAFF EVALUATION

3220 - PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, it delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does all of the following:

A. evaluates the employee's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective on three (3) consecutive year-end evaluations may be evaluated every other year, at the District’s discretion.

B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

Commencing with the 2015–16 school year, the year-end evaluation of student growth shall be based on the most recent three (3) consecutive school years of student growth data, or all available student growth data if less than three (3) years is available.

C. evaluates an employee’s job performance, using rating categories of highly effective, effective, minimally effective and ineffective, which take into account student growth and assessment data. For the 2015–2016, 2016–2017 and 2017–2018 school years 2018-2019 school year twenty-five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018–2019-2020 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data.

Evaluations must also comply with For these purposes, student growth shall be measured by the following:

1. Beginning with the 2016–2017 school year, The portion of a teacher's annual year-end evaluation that is not based on student growth and assessment data shall be based primarily on a teacher’s performance as measured by the District as described below.
2. Beginning with the 2018 - 2019 school year, for core content areas in grades and subjects in which state assessments are administered, fifty percent (50%) of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.

3. The portion of a teacher’s evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See Policy 3131.)

4. If there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. the effectiveness of employees, so that they are given ample opportunities for improvement

2. promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development

3. whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures

4. removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures
E. provides a mid-year progress report for every ( ) certificated [END OF OPTION] teacher who is in the first year of probation or has received a rating of minimally effective or ineffective on the most recent annual year-end evaluation.

This mid-year report shall not replace the annual year-end evaluation. The mid-year report shall:

1. be based, at least in part, on student achievement;

2. be aligned with the teacher's individualized development plan;

3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

F. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught and student engagement in the lesson

2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations

3. observations need not be for an entire class period

4. beginning with the 2016—2017 school year, at least one (1) observation must be unscheduled;

5. beginning with the 2016—2017 school year, the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations;

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.

6. beginning with the 2016—2017 school year, the district shall ensure that, within thirty (30) days after each observation, the teacher is provided with feedback from the observation.
G. For the purposes of conducting annual year-end evaluations under the performance evaluation system, by the beginning of 2016—2017 school year, [must select one (1) option below]

[ ] the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE").

[ ] the District will use its local evaluation tool(s) for teachers or modifications of an evaluation tool on the list, which must comply with H., below.

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

H. Beginning with the 2016—2017 school year, [The District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.

2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.

4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.

5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.

6. A description of the plan for providing evaluators and observers with training.
I. The District shall alsoBeginning with the 2016–2017 school year:

1. The District will provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used. This training may be provided by a district or by a consortium consisting of the District, the intermediate school district or a public school academy.

2. The District will ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform his/her assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. A teacher rated as "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

If a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on his/her review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.
Beginning with the 2018-2019 school year, the District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective on his/her two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to his/her performance which are to be placed in the personnel file.

[OPTION]

[ ] The evaluation procedure set forth above in this policy shall be in effect as of September 1, 2011, unless there is a collective bargaining agreement in place as of July 19, 2011, which would prevent implementation of this procedure. In that case, the procedure must be in place and become effective upon the expiration of the collective bargaining agreement.

[END OF OPTION]

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

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Legal References: M.C.L. 380.1249 (as amended)

not included in current policy
Policy: po5230
Section: Vol. 34, No. 1 - September 2019

Vol. 34, No. 1 - September 2019 Revised LATE ARRIVAL AND EARLY DISMISSEL

5230 - LATE ARRIVAL AND EARLY DISMISSAL

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The Board of Education recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

[ ] As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by

( ) written
( ) personal

request of the student’s parent, which shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the

If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the noncustodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

[ ] Presentation of photo identification is required of anyone authorized such custody. (See Form 5230 F1) out at the elementary level PreK-5.

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Vol. 34, No. 1 - September 2019 Revised OPIOID ANTAGONISTS

5330.02 - OPIOID ANTAGONISTS

The Board has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained personnel. Therefore, the Board adopts this policy to govern the handling and administration of opioid antagonists consistent with the following processes, procedures and limitations.

District shall purchase opioid antagonists and distribute the opioid antagonists to an employee or agent of the District who has been trained in the administration of that opioid antagonist. An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

A District employee or agent may possess an opioid antagonist distributed to that employee or agent and may administer that opioid antagonist to an individual only if both of the following apply:

A. The employee or agent has been trained in the proper administration of that opioid antagonist.

B. The employee or agent has reason to believe that the individual is experiencing an opioid-related overdose.

[OPTIONAL LANGUAGE]

Beginning with the 2017/2018 school year, each school in the District shall have at least ( ) two (2) ( ) _____ employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by ( ) a licensed registered professional nurse ( ) . Only a nurse employed or contracted by the District or an appropriately trained school employee or agent may possess and administer an opioid antagonist.

Each school in the District shall possess at least one (1) package of an opioid antagonist on site. The opioid antagonist may be administered by a school nurse or a trained school employee or agent to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

[END OF OPTIONAL LANGUAGE]
An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death, that results from the consumption or use of an opioid or another substance with which an opioid was combined or that a reasonable person an individual who has received training approved by a licensed professional nurse in the administration of an opioid antagonist would believe to be an opioid-related overdose that requires medical assistance.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

[SELECT ANY OR NONE OF THE FOLLOWING OPTIONS]

[ ] Any person who administers an opioid antagonist to a student shall promptly notify the

( ) student’s parent/guardian.

( ) ________________, who shall be responsible for promptly notifying the student’s parent/guardian that an injection has been administered.

[ ] The person who notifies the student’s parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

[ ] It shall be the responsibility of the ______________ [insert person or position] to be sure that the supply of opioid antagonists is maintained at the appropriate level and they have not expired. The ______________ shall also be responsible for coordinating the training of District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

[ ] The District’s training regarding, administration of, and the maintenance and storage of opioid antagonists shall be consistent with PO 5330, AG 5330 and the Michigan Department of Education’s medication administration guidelines, as amended.
At least annually, the __________ will report all instances in which an opioid antagonist was administered to a student using the school’s stock of opioid antagonists to the Michigan Department of Education, using the form and in the manner required by the MDE.

1. An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

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Legal References: Administration of Opioid Antagonists Act
Vol. 34, No. 1 - September 2019 Revised SYSTEM OF ACCOUNTING

6800 - SYSTEM OF ACCOUNTING

It is the policy of the Board of Education that a chart of accounts be established in accordance with the requirements of the State Department of Education for the accounting of all District funds. The Superintendent is responsible for an accounting of all capital assets to protect the financial investment of the District against catastrophic loss. Further, the Superintendent will establish procedures and regulations necessary to properly account for capital assets and comply with generally accepted accounting principles (GAAP) and ensure that the District's capital assets are properly insured.

GASB 84

The District's system of accounting shall comply with all applicable requirements of the Governmental Accounting Standards Board, Statement No. 84 (GASB 84). In accordance with GASB 84, the District will report applicable fiduciary activities as identified in either the private purpose trust fund or the custodial fund. Typically, these activities include recognized student and school-related activity funds held in a bank account maintained by the District. These funds shall be subject to the accounting and requirements specified in the Michigan Public Schools Accounting Manual. An activity not identified as a fiduciary activity under GASB 84 will be deemed a governmental activity and will be reported in a governmental fund.

GASB 54

The District's system of accounting shall comply with all requirements of the Governmental Accounting Standards Board, Statement No. 54 (GASB 54). In accordance with GASB 54, the District will report its fund balances in the following categories:

- **Nonspendable fund balance**—amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund).

- **Restricted fund balance**—amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.

- **Committed fund balance**—amounts constrained to specific purposes by the Board; to be reported as committed, amounts cannot be used for any other purpose unless the Board takes action to remove or change the constraint.
• **Assigned fund balance**—amounts the Board intends to use for a specific purpose; intent can be expressed by the Board or by an official or committee to which the Board delegates the authority.

• **Unassigned fund balance**—amounts that are available for any purpose; these amounts are reported only in the general fund.

The Board authorizes the auditors and directs its administrative staff to take all steps necessary to comply with the requirements of GASB 54. All revenue and funds will be designated to one of the above categories.

The __________ shall be responsible for the proper accounting of all District funds. S/He shall ensure that expenditures are budgeted under and charged against those accounts which most accurately describe the purpose for which such monies are to be or have been spent. Wherever appropriate and practicable, salaries of individual employees, expenditures for single pieces of equipment, and the like shall be prorated under the several accounts which most accurately describe the purposes for which such monies are to be or have been spent.

The ______________ is responsible to implement procedures and practices that will determine: 1) Capitalization policies for District assets (i.e., which assets will be capitalized and depreciated over their estimated useful life versus which assets will be expensed in year of purchase); 2) Methods for calculating annual and accumulated depreciation expense for assets including estimates for asset lives, residual asset values, and depreciation methodology; 3) Procedures for recording gain or loss on sale of capital assets and proceeds from the sale of capital assets in compliance with GAAP Reporting of estimated cash values or replacement values to District insurance providers.

A report of the revenues and expenditures in the fund reporting categories established above shall be made to the Board on a monthly basis by the ______________.

The Board's annual financial statements will include information such as: 1) beginning and ending balances of capital assets; 2) beginning and ending balances of accumulated depreciation, 3) total depreciation expense for the fiscal year.

Such reporting shall include description of significant capital asset activity during the fiscal year including: acquisitions through purchase or donation, sales or dispositions including the proceeds and gains or losses on the sale, changes in methods of calculating depreciation expense or accumulated depreciation, such as, estimates of useful life, residual values, depreciation methodology (e.g. straight line or other method).
Before implementing procedures or changing procedures, the Superintendent will review the proposed procedure with the CPA appointed by the Board of Education to conduct the Board's financial audit. The procedures established shall comply with all statutorily required standards and generally accepted accounting procedures.

Legal References:

- M.C.L. 41.422 et seq., 141.421 et seq.
- A.C. Rule R340.351 et seq.
- GASB #34
- GASB #54
Vol. 34, No. 1 - September 2019 Revised DISPOSITION OF REAL PROPERTY

7300 - DISPOSITION OF REAL PROPERTY

The Board of Education believes that the efficient administration of the District requires the disposition of property and goods no longer necessary for the maintenance of the educational program or the operation of the School District.

"Real Property" means land, including land improvements, structures and appurtenances thereto, but excludes moveable machinery and equipment.

The Board shall direct the periodic review of all District property and authorize the disposition by sale, donation, trade, or discard of any property not required for school purposes in accordance with the provisions of this policy and Policy 7310 - Disposition of Surplus Property. The Board must approve the terms of any sale, lease or other disposition of real property.

A. ( ) All written offers on real property under consideration for disposition shall be presented as an item on the agenda of a public Board meeting. A preliminary review of offers to purchase or lease shall include: source of offer, date of offer, expiration date of offer, and intended use of property.

B. ( ) Written offers shall be referred to the Board Finance Committee for review and recommendations. ( ) Offers, when received, will be distributed to the members of the Board. Not in current policy.

C. ( ) All property considered for (sale) disposition

( ) may

( ) shall

be subjected to a current, outside, professional appraisal prior to the solicitation of offers.

E. ( ) All property considered for lease or sale shall be reviewed by the Board prior to solicitation of offers. The solicitation of offers by the Board shall include an expiration date.

F. ( ) The Board may offer real property for sale by any reasonable method, including listing with a real estate broker, soliciting bids, or auction.
G. ( ) The authorized agents of the Board to review all purchase or lease offers
pertaining to sale or lease of property shall be the Superintendent and the
Board Finance Committee. The Board shall give final approval of all contracts.

H. ( ) In consideration of the best interest of the District and of the residents and
taxpayers, the Board reserves the right to reject any and all offers at its sole
discretion, regardless of price and terms.

I. ( ) Potential purchasers or lessees shall demonstrate financial capability to meet
the terms and conditions of their purchase or lease offer.

J. ( ) Potential purchasers shall demonstrate reasonable likelihood of obtaining
necessary city/township approvals and/or compliance with city/township
zoning ordinances.

Legal References: 2 C.F.R. 200.85
7440.03 - SMALL UNMANNED AIRCRAFT SYSTEMS

[ ] OPTION 1

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS), commonly known as drones, at any time on property owned or leased or contracted for by the Board by any individual, whether the individual is employed by the District or not.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

Any individual who violates this policy ( ) may be ( ) shall be referred to local law enforcement.

[END OF OPTION 1]

OR

[ ] OPTION 2

The Board prohibits the operation of small Unmanned Aircraft Systems (sUAS) at any time by any individual who is not employed by the District, as well as by any District staff member or administrator who is not expressly authorized to do so by the Superintendent, on property owned or leased or contracted for by the Board.

The Board also prohibits the operation of a sUAS (drone) on property owned or leased or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (MHSAA). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

To use a drone at school, you must be licensed. MHSAA rule is you can't fly drones over athletic events.
To be authorized to operate a drone on property owned or leased or contracted for by the Board, a staff member or administrator must have a Remote Pilot Certificate issued by the Federal Aviation Administration (FAA). Further, the drone must be registered with the FAA and properly marked in accordance with 14 C.F.R. Part 107.

A staff member or administrator authorized to operate a drone on property owned or leased or contracted for by the Board, must also comply with all rules set forth in 14 C.F.R. Part 107. (See AG 7440.03)

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and AG 7440.03 may result in loss of authorization to operate a drone to operate on property owned or leased or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

[END OF OPTIONS]

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Legal References: 14 C.F.R. Part 107
Vol. 34, No. 1 - September 2019 Reissued SCHOOL SAFETY INFORMATION

8400 - SCHOOL SAFETY INFORMATION

The Board of Education is committed to maintaining a safe school environment. The Board believes that school crime and violence are multifaceted problems which need to be addressed in a manner that utilizes the best resources and coordinated efforts of School District personnel, law enforcement agencies, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-sponsored activity or while enroute to or from school, or a school-sponsored activity. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

[NOTE: Include this paragraph if adopting optional revisions of Policy 7217 only.]

In furtherance of its commitment to a safe school environment, the Board has prohibited weapons on school property and at school-sponsored events, except in very limited circumstances. See Board Policy 3217, Policy 4217, and Policy 5772. This prohibition is reasonably related to legitimate educational concerns, including the ability to provide a safe and secure learning and social environment for its students and controlling and minimizing disruptions to the educational process. The presence of dangerous weapons on school property or at school-sponsored events, except under very controlled circumstances, creates a potentially dangerous situation for students, staff and visitors, and may trigger precautionary safety responses which disrupt the educational process and learning environment for students.

[NOTE: END OF OPTION]

Federal law establishes a "Student Safety Zone" that extends 1,000 feet from the boundary of any school property in relation to weapons, drugs and registered sex offenders. Individuals are prohibited from engaging in these activities at any time on District property, within the Student Safety Zone, or at any District-related event.

The District will work with local officials in arranging signage defining the 1,000 foot boundary.
The Superintendent shall take the necessary steps so that an individual eighteen (18) years of age or older who is a registered sex offender, and resides, works, or loiters in violation of the Student Safety Zone, is prosecuted to the fullest extent of the law.

The ________ shall convene a meeting for the purpose of conferring regarding the School Safety Information Policy Agreement, and making modifications as deemed necessary and proper; discussing additional training that might be needed; and, discussing any other such related matters as may be deemed to be necessary by the participants. Participants in this meeting shall include the Superintendent, members of the Board, the County Prosecutor or his/her designee, and representatives from the local law enforcement ( ) agency ( ) agencies. The following may also be invited to participate in the meeting:

A. ( ) Chief Judge of Circuit and/or District Courts or his/her designee, including a representative of the family division;

B. ( ) representative from the Intermediate School District (ISD);

C. ( ) representative(s) from the local child protection agency;

D. ( ) building administrators;

E. ( ) teachers;

F. ( ) parents;

G. ( ) students ( ) in grades ___ through ___;

H. ( ) Fire Marshal or his/her designee;

I. ( ) representative(s) from emergency medical services;

J. ( ) representative(s) from county emergency management service agency;

K. ( ) School Resource Officer;

L. ( ) representatives from other school districts within _______ [county/ISD];

M. ( ) _______________[other].

The Superintendent shall make a report to the Board about all such reviews and recommend the approval and adoption of any proposed revisions or additions.
District Contact Person

Furthermore, in accordance with State law, the Board hereby designates the _________ as the District contact person who shall receive information from law enforcement officials, prosecutors and the court officials, including receipt of information provided from the Michigan State Police relating to the student safety act hotline ("OK2Say"). The current contact information for _________ shall be provided to the Michigan State Police in the manner and frequency required by law. [DRAFTING NOTE: THIS INFORMATION MUST BE PROVIDED TWICE A YEAR. IF A DISTRICT DESIGNATES MORE THAN ONE PERSON AS CONTACT FOR THE MSP, IT MUST SPECIFY WHEN EACH PERSON IS AVAILABLE BY DAY AND TIME WHEN IT REPORTS TO THE MSP.]

The District contact person shall notify the principal of the school of attendance of a student about whom information is received from law enforcement officials, prosecutors, or court officials within twenty-four (24) hours of the receipt of that information. The principal shall, in turn, notify the building staff members who s/he determines have a need to know the information that has been received within twenty-four (24) hours of receipt of that information.

The District contact person shall notify the appropriate law enforcement officials when an adult or a student commits any offense listed as a reportable incident in the School Safety Information Policy Agreement and shall report all information that is required to be reported to State or local law enforcement agencies and prosecutors. Reporting such information is subject to 20 U.S.C. 1232g, commonly referred to as the Family Educational Rights and Privacy Act of 1974.

If a student is involved in an incident that is reported to law enforcement officials pursuant to the District’s School Safety Information Policy Agreement, then, upon request by school officials, the student’s parent or legal guardian shall execute any waivers or consents necessary to allow school officials access to school, court, or other pertinent records of the student concerning the incident and action taken as a result of the incident.
Required Reporting

The Superintendent shall submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the number of students expelled from the District during the preceding school year and the reason for the expulsion.

The Superintendent shall submit a report at least annually to the Superintendent of Public Instruction, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at school. At least annually, a copy of the most recent report of incidents of crime shall be made available to the parent or legal guardian of each student enrolled in the District. This report will include at least crimes involving:

A. physical violence;
B. gang related acts;
C. illegal possession of a controlled substance, controlled substance analogue or other intoxicant;
D. trespassing;
E. property crimes, including but not limited to theft and vandalism, including an estimate of the cost to the District resulting from the property crime.

Each school building shall collect and keep current on a weekly basis the information required from the report of incidents of crime, and must provide that information, within seven (7) days, upon request.

Additionally, the District shall report all incidents of and attempted commissions of the crimes listed above to the Michigan State Police, in the form and manner prescribed by the Michigan State Police, within twenty-four (24) hours after the incident occurs.

Law Enforcement Information Network (LEIN)

The Board authorizes the ( ) Superintendent ( ) principal ( ) assistant principal(s) to request vehicle registration information for suspicious vehicles within 1,000 feet of school property through the Law Enforcement Information Network (LEIN).
[ ] Threat Assessment

The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. This policy is designed to be consistent with the process for identifying, assessing, and managing students who may pose a threat as set forth in the joint U.S. Secret Service and Department of Homeland Security publication, Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed.

The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

The Board of Education authorizes the Superintendent to create building-level, trained threat assessment teams. Each Team shall be headed by the Principal and include a school counselor, school psychologist, instructional personnel, and, where appropriate, the School Resource Officer. At the discretion of the Superintendent, a threat assessment team may serve more than one (1) school when logistics and staff assignments make it feasible.

The Team will meet ( ) on a regular basis and ( ) ______ [insert level of frequency] ______ and [END OF OPTIONS] when the Principal learns a student has made a threat of violence or engages in concerning communications or behaviors that suggest the likelihood of a threatening situation.

The Team is empowered to gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, the Team may collaborate with others to develop and implement a written plan to manage or reduce the threat posed by the student in that situation.

The Board authorizes the Superintendent to create guidelines for the purpose of:

A. identifying team participants by position and role;

B. requiring team participants to undergo appropriate training;

C. defining the nature and extent of behavior or communication that would trigger a threat assessment and/or action pursuant to a threat assessment;
D. defining that types of information that may be gathered during the assessment;

E. stating when and how parents/guardians of the student making the threat shall be notified and involved;

F. designating the individuals (by position) who would be responsible for gathering and investigating information;

G. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

Board employees, volunteers, and other school community members, including students and parents, shall immediately report to the Superintendent or Principal any expression of intent to harm another person or other statements or behaviors that suggest a student may intend to commit an act of violence.

Nothing in this policy overrides or replaces an individual's responsibility to contact 911 in an emergency.

Regardless of threat assessment activities or protocols, disciplinary action and referral to law enforcement shall occur as required by State law and Board policy.

Threat assessment team members shall maintain student confidentiality at all times as required by Board Policy 8330 – Student Records, and State and Federal law.

[END OF OPTION]

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.
Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

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Legal References: Title IX, Section 9532 of the Elementary and Secondary Education Act, as amended
M.C.L. 380.1241, 380.1308, 380.1308a, 380.1310a, 752.913, 771.2a

213
Policy: po8462
Section: Vol. 34, No. 1 - September 2019

Vol. 34, No. 1 - September 2019 Revised STUDENT ABUSE AND NEGLECT

8462 - STUDENT ABUSE AND NEGLECT

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Each professional staff member employed by this District and all other persons employed by this District who are mandatory reporters under the law who have reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means.

The professional staff member or other mandatory reporter

( ) or appropriate administrator in the presence of the staff member shall immediately call the local office of the Family Independence Agency.

( ) and shall secure prompt medical attention for any such injuries reported.

S/He shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect.

Any support staff member who has reasonable cause to suspect child abuse or neglect shall immediately report any such case to

( ) the principal

( ) his/her supervisor

who shall, in turn, immediately notify the Family Independence Agency.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect.

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and subjects the disseminator to civil liability for resulting damages.
Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by a staff member. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent.

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Legal References: M.C.L. 722.621 et seq.
Tobacco Policies (2019)

MASB Policy Services Provided by Neola

Effective policies are at the core of successful school district governance. Maintaining policies that reflect both local oversight and ever-changing state and federal laws is an enormous task. School board members can rely on the MASB-Neola Partnership to keep their policy manuals up-to-date. Under this partnership, Neola provides comprehensive policy services for MASB members on behalf of MASB. Working together, MASB and Neola produce uniform school policies and guidelines to better serve all Michigan school districts.

Policy Development and Updating

Neola, with assistance from MASB if and when needed, will work with the board, administrators and committee(s) to develop a comprehensive policy manual that suits your district's needs. Each manual is based on templates that have been thoughtfully prepared and vetted by Neola's outside counsel and MASB's legal counsel and are customized to the district's unique circumstances through choices made by the board and administrative team. The bylaws, policies and administrative rules/regulations are a unique collection assembled by educators and attorneys. The final manual will contain legal citations, footnoted reference material, a comprehensive index and a cross-referencing system. The end result will be a policy manual that's in line with law and court decisions, indexed, cross-referenced and cross-checked, and meets the individual needs of your district.

See policy 5512 sec page

See policy 7434 last page
OVERVIEW AND COMMENTS

Publication of this Special Release is in response to recent client requests for policy language that was compatible with the Michigan Department of Health and Human Services’ (MDHHS) Tobacco Section Mission, Vision and Plan initiative. A number of the options provided in the policies have been adapted from the 100% Tobacco-Free Schools Model Policy.

This Special Release includes:

Policy 1615 - Use of Tobacco by Administrators (New)
Policy 3215 - Use of Tobacco by Professional Staff (Revised)
Policy 4215 - Use of Tobacco by Support Staff (Revised)
Policy 5512 - Use of Tobacco by Students (Revised)
Policy 7434 - Use of Tobacco on School Premises (Revised)

Tobacco Use Prevention and Cessation Resources

Youth Cessation Options

- **BecomeAnEx, This Is Quitting, the EXProgram** (Truth Initiative). The new e-cigarette quit program will deliver tailored messages via text that give age-appropriate advice for quitters age 13 and older, including information about nicotine replacement therapy. [http://www.truthinitiative.org/quitecigarettes?ga=2.113229312.527013495.1553792084-1934443220.1523621237](http://www.truthinitiative.org/quitecigarettes?ga=2.113229312.527013495.1553792084-1934443220.1523621237)
- **N-O-T on tobacco** (American Lung Association). Not On Tobacco (N-O-T) is the American Lung Association’s (ALA’s) voluntary program for teens who want to quit smoking. It is the most researched, most widely used and most successful such program in the United States. [http://www.youthtobaccocessation.org/resources/programs.html](http://www.youthtobaccocessation.org/resources/programs.html)

Resources for Pediatricians and Family Physicians

Youth Prevention Programs for Educators

- **CDC** Know the Risks: A Youth Guide to E-Cigarettes (a presentation). [https://www.cdc.gov/tobacco/basic_information/e-cigarettes/youth-guide-to-e-cigarettes-presentation.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/youth-guide-to-e-cigarettes-presentation.html) - Utilizing the talking points and information for users document, the presenter does not require additional information, nor permission to deliver the presentation.

- **CATCH My Breath** Youth E-cigarette Prevention Program: [https://catchinfo.org/modules/e-cigarettes/](https://catchinfo.org/modules/e-cigarettes/)

- A recently developed prevention module on JUULs from Stanford University. This module can be accessed via Stanford Medicine's Tobacco Prevention Toolkit webpage at: [http://med.stanford.edu/tobaccoprevention/toolkit/E-Cigs/ECigUnit6.html](http://med.stanford.edu/tobaccoprevention/toolkit/E-Cigs/ECigUnit6.html)
  
  - Stanford University has also created this informative brochure that provides an excellent overview of this module:[https://office365stanford-my.sharepoint.com/:p:/g/personal/rceb3_stanford_edu/EaQQeNHvKp1GkTXekf16DZQBC-5bdf6BoUtsOyt2tLcu7Q](https://office365stanford-my.sharepoint.com/:p:/g/personal/rceb3_stanford_edu/EaQQeNHvKp1GkTXekf16DZQBC-5bdf6BoUtsOyt2tLcu7Q)

**Resources for Parents**


- CATCH My Breath [parent resources](https://catch.org/lessons/catch-my-breath-middle-school-parent-resources)

**Resources for Students and Young Adults**

- **Know the Risks:** E-cigarettes and Young People[https://ecigarettes.surgeongeneral.gov/?s_cid=bb-osh-sgr2016-001](https://ecigarettes.surgeongeneral.gov/?s_cid=bb-osh-sgr2016-001)


- **Electronic Cigarettes:** What's the Bottom Line?[https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/Electronic-Cigarettes-Infographic-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/Electronic-Cigarettes-Infographic-508.pdf)
Childhood Poisoning Prevention

- According to the American Academy of Pediatrics, one teaspoon of liquid nicotine can be fatal in a 26-pound child. Liquid nicotine bottles sold in the U.S. average six teaspoons.
- Poison control centers began receiving calls about e-cigarettes and liquid nicotine products in 2011, which coincides with the initial period where these products reached the U.S. market. Calls increased by 160% between 2013 (1,540) and 2014 (4,011). An average of 3,060 annual calls were recorded between 2015 and 2018. Data from American Association of Poison Control Centers.https://www.aapcc.org/track/ecigarettes-liquid-nicotine
- E-Cigarettes and Young Children: The Dangers of Liquid Nicotine Exposure. Lewis First et al., AAP News, 2018
- Studies look at dangers of e-cigarettes; AAP continues push for regulations. Melissa Jenco et al., AAP News, 2018
- Pediatric Exposures to Liquid Nicotine Down From 2015 to 2016. PracticeUpdate, 2018
- E-Cigarettes Rising Cause of Nicotine Poisoning in Children. Nicola M. Parry et al., Medscape

General Research and Information

- Public Health Consequences of E-Cigarettes
  - Full Report: http://nationalacademies.org/ecighealtheffects
  - Conclusions by level of evidence: https://www.nap.edu/resource/24952/012318ecigaretteConclusionsbyEvidence.pdf
Alternatives to School Suspension

- **My Life, My Quit** - National Jewish Health (who also offers the Michigan Tobacco Quitline)

My Life, My Quit is a youth quit tobacco and vaping program that offers free and confidential help from a quit coach specially trained to listen to teens, help teens navigate social situations that involve tobacco or vaping, and find healthy ways to cope with stress. My Life, My Quit offers:

- The first comprehensive program designed just for teens
- Teen focused messages and educational materials created with youth input
- Five real time coaching sessions via live text messaging, online chat or phone
- On-going text messages for encouragement throughout the quit process
- A water-marked certificate of completion of the program that can be given to school administrators

TOLL FREE: 1-855-891-9989 mylifemyquit.com

- **Second Chance** - Colorado Department of Public Health and Environment

Second Chance is a web-based tobacco education program for middle and high school youth who have violated a tobacco policy at school or a law in the community. It is a FREE on-line, interactive, and self-directed program intended to be used as an alternative to suspension. The program may also be helpful for teens that are experimenting with tobacco but have not violated tobacco policy. Second Chance is not a cessation program.


- **Aspire** - MD Anderson Cancer Center

Aspire is a bilingual, online tool that helps middle and high school teens learn about being tobacco free. It explains the dangers of tobacco and nicotine use, so they never start using tobacco. Or, if they already do, it gives information and ways to quit. Students can earn a certificate of completion upon finishing the program. Click on “Student Log In” to begin. Teachers/administrators can see students’ progress by logging in to the Admin site.

https://www.mdanderson.org/about-md-anderson/community-services/aspire.html
• **This is Quitting – The Truth**

A free, electronic nicotine delivery devices digital quit program for youth. Students can access the program by texting “QUIT” to 706-222-QUIT. [http://www.thisisquitting.com/](http://www.thisisquitting.com/)

• **FDA/Scholastic The Real Cost of Vaping** campaign: Curriculum and activities for grades 9-12


• **Prime for Life – Prevention Research Institute**

Prime For Life is an evidence-based motivational prevention, intervention and pretreatment program specifically designed for people who might be making high-risk choices. [https://www.primeforlife.org/programs/prime_for_life_prevention](https://www.primeforlife.org/programs/prime_for_life_prevention)

• **CATCH My Breath – University of Texas Health Science Center at Houston School of Public Health**

A best-practices youth E-cigarette and JUUL prevention program. [https://catchinfo.org/modules/e-cigarettes/](https://catchinfo.org/modules/e-cigarettes/)

**Michigan and National Quit Tobacco Resources**

• **Michigan Tobacco Quitline** offers free information, tobacco treatment referral, online program, text-messaging, 24 hours/day at 1-800-QUIT-NOW (1-800-784-8669) or 1-855-DÉJELO-YA (1-855-335-3569). Free counseling and NRT may be available to certain callers. Special programs for prenatal and youth tobacco users. Counseling is also offered in Arabic. [https://michigan.quitlogix.org/](https://michigan.quitlogix.org/)

• **American Cancer Society** offers quit tobacco resources. 1-248-663-3454 or 1-800-227-2345. [www.cancer.org](http://www.cancer.org)

• **American Heart Association** offers printed material. 1-800-242-8721, [www.americanheart.org](http://www.americanheart.org)

• **American Indian Commercial Tobacco Quitline** offered in partnership with the Michigan Tobacco Quitline. American Indian coaches provide services that have been developed by and for American Indians. 1-855-372-0037, [http://keepitsacred.itcmi.org/quitline/](http://keepitsacred.itcmi.org/quitline/)

• **American Legacy Foundation** offers online assistance and referrals to community programs. [http://www.becomeanex.org/](http://www.becomeanex.org/)
• American Lung Association offers quit smoking classes, printed material, quit tobacco website. 1-800-586-4872. Also offers telephone quit advice. 1-800-548-8252. www.lungusa.org


• Michigan Department of Health and Human Services Tobacco Section website offers information on secondhand smoke, quitting and much more. www.michigan.gov/tobacco.

• National Cancer Institute offers telephone advice at 1-877-448-7848, M-F, 9 am-9 pm and a quit kit at http://www.cancer.gov/cancertopics/tobacco/smoking. Online counselors are available M-F, 9 am-9 pm ET at: www.cancer.gov/help

• Nicotine Anonymous offers face-to-face, telephone and online meetings. You do not need to be tobacco free to attend. 1-877-879-6422, www.nicotine-anonymous.org

• QuitNet offers an online quit smoking program including support from a network of ex-tobacco users. www.quitnet.com

• U.S. Department of Health and Human Services displays tobacco related “frequently asked questions,” how to cope with challenges when quitting, information on free text messaging and smokefree apps and much more. http://betobaccofree.hhs.gov/
District-Specific Material

If the District chooses to adopt a new policy or guideline or incorporate District-specific material into an existing policy or guideline other than what has been proposed by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

A. Materials from the District's existing materials that the District requests be incorporated during the drafting process;

B. New materials that the District develops in their entirety and exclusive of Neola; and

C. Revisions or deletions that substantively depart from Neola's templates.
Draft Policies

Book: Policies for MI Local Update
Section: Disposition Sheets
Title: Tobacco Policy Disposition Sheets
Code: Vol. 34, No. 1, September 2019 (Tobacco Policies 2019)
Status: Draft

DISPOSITION OF NEW/REVISED/REPLACEMENT POLICIES FOR BOARD ADOPTION

VOLUME 34, NO. 1, SEPTEMBER 2019 (Tobacco Policies)

Coding for District-Specific Edits
*1 = drafted by District staff
*2 = if the material was a work for hire, that is, material the District paid someone else to develop but from whom the District purchased the rights to publish
*3 = if the material is copyrighted to someone else from whom the District has secured permission to publish the material
(No code is needed for accepting Neola's vetted material)

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<th>Policy Number</th>
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Last Modified by Tammy J Hindel on September 16, 2019

https://go.boarddocs.com/neola/ml/MC.natl/index?open&login#
1615 - USE OF TOBACCO BY ADMINISTRATORS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use (*) or possession [END OF OPTION] of a tobacco product by administrators in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times (twenty-four (24) hours a day, seven (7) days a week)

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

(*) school grounds,
(*) athletic facilities,
(*) any school-related event, and
(*) on or off Board premises

with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.
For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

2. the inhaling or chewing of a tobacco product;

3. the placing of a tobacco product within a person's mouth;

4. the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.

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Legal References: M.C.L. 333.12601 et seq.
M.C.L. 750.473
Policy: po3215  
Section: Vol. 34, No. 1 - September 2019 (TOBACCO POLICIES)

Vol. 34, No. 1 - September 2019 Tobacco Policies Revised  USE OF TOBACCO BY PROFESSIONAL STAFF

3215 - USE OF TOBACCO BY PROFESSIONAL STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use[ ] or possession [END OF OPTION] of tobacco product by professional staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times

( ) (twenty-four (24) hours a day, seven (7) days a week)

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to

( ) school grounds,

( ) athletic facilities,

( ) any school-related event, and

( ) on or off Board premises
with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.

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2. the inhaling or chewing of a tobacco product;

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Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.

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Legal References:  M.C.L. 333.12601 et seq.
M.C.L. 750.473
Policy: po4215
Section: Vol. 34, No. 1 - September 2019 (TOBACCO POLICIES)

4215 - USE OF TOBACCO BY SUPPORT STAFF

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use ( ) or possession of tobacco product by support staff members in District buildings, on District property (owned or leased), on District buses, and at any District-related event at all times (twenty-four (24) hours a day, seven (7) days a week) within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to school grounds, athletic facilities, any school-related event, and on or off Board premises

( ) with the exception that tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.
For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

2. the inhaling or chewing of a tobacco product;

3. the placing of a tobacco product within a person's mouth;

4. ( ) the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term “tobacco” includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Superintendent shall require the posting of signs as required.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.
Employees who violate this policy shall be subject to disciplinary action in accordance with the applicable Collective Bargaining Agreement and/or in accordance with policies of the Board. Employees subject to such action may also be referred for smoking cessation treatment, support, and education services.

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Legal References: M.C.L. 333.12601 et seq.
M.C.L. 750.473
5512 - USE OF TOBACCO BY STUDENTS

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event.

For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

2. the inhaling or chewing of a tobacco product;

3. the placing of a tobacco product within a person's mouth;

4. the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

[] The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.
In order to protect students and staff who choose not to use tobacco from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase and/or use of tobacco or tobacco substitute products by students at all times

(twenty-four (24) hours a day, seven (7) days a week)

on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

- school grounds,
- athletic facilities,
- any school-related event, and
- on or off Board premises.

[ ] Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

[ ] Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles are not permitted on school grounds, in school vehicles, or at school-sponsored events.

[ ] Notification

"No Tobacco" signs will be posted throughout the District. Students will be provided notice of this policy through student handbooks.

[ ] District vehicles will display the international "No Smoking" insignia.

[ ] Announcements will be made during home athletic events both before the event and during intermission, as well as at all school functions where deemed appropriate.
[ ] School programs will include a written reminder of the tobacco-free policy.

[ ] Educational Programming

Tobacco-use prevention education shall be coordinated with the other components of the school health program. Staff responsible for teaching tobacco-use prevention education shall have adequate pre-service training and participate in ongoing professional development activities to effectively deliver education programming. Preparation and professional development activities shall provide basic knowledge about the effects of tobacco use and effects of peer pressure on tobacco use combined with effective instructional techniques and strategies and program-specific activities.

Students who violate this policy shall be subject to disciplinary action in accordance with the Student Code of Conduct/Student Discipline Code and in accordance with policies of the Board. [ ] Students subject to such action may also be referred for smoking cessation treatment, support, and education services.

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Legal References: M.C.L. 333.12601 et seq.
M.C.L. 750.473
7434 - USE OF TOBACCO ON SCHOOL PREMISES

The Board of Education believes that the right of persons to use tobacco must be balanced against the right of those who do not use tobacco to breathe air untainted by tobacco.

In order to protect students and employees who choose not to use tobacco from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises (owned or leased), in District vehicles, at all school sponsored events and in all school buildings owned and/or operated by the District.

For purposes of this policy:

A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;

B. "use of a tobacco product" means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;

2. the inhaling or chewing of a tobacco product;

3. the placing of a tobacco product within a person's mouth;

4. the use or smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.
In order to protect students and staff who choose not to use tobacco from an environment noxious to them, and because the Board does not condone smoking and/or the use of tobacco, the Board prohibits the use of tobacco or tobacco substitute products at all times (twenty-four hours a day, seven days a week)

within any enclosed facility owned or leased or contracted for by the Board, and in the areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

(i) school grounds,

(ii) athletic facilities,

(iii) any school-related event,

(iv) on or off Board premises,

(v) except at designated times, and

(vi) in designated areas as defined in statute.

[ ] Tobacco may be used in designated outdoor areas on school property on Saturdays, Sundays, and after 6 p.m. on days during which there are regularly-scheduled school hours.

[ ] Tobacco may be used at nondistrict special events held during nonschool hours with no students present and with the permission of the Superintendent. The special-events supervisor shall submit a written request and justification to permit smoking at the event. The Superintendent may deny permission.

[✓] Tobacco may not be advertised or promoted on school property or at school controlled events. Therefore, signs, clothing, bags, accessories, and other items promoting tobacco or containing tobacco branding are prohibited on school property and at school controlled events.
Tobacco companies/products may not sponsor any school activity or project.

Violations of this policy may result in removal from school property or the school activity in accordance with Policy 9150 – School Visitors.

The Superintendent shall designate the individuals and the methods to monitor compliance with this policy.

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Legal References:
M.C.L. 333.12601 et seq.
M.C.L. 380.1170
M.C.L. 750.473
20 U.S.C. 6081 et seq.
U.S.D.O.E. Memorandum, 1995
MDE Board Policy on 24/7 Tobacco-Free Schools
Subject: Special Update - October 2019
Policy Update
SPECIAL RELEASE- Prohibition of Referral or Assistance

OCTOBER 2019

MASB Policy Services Provided by Neola
Effective policies are at the core of successful school district governance. Maintaining policies that reflect both local oversight and ever-changing state and federal laws is an enormous task. School board members can rely on the MASB-Neola Partnership to keep their policy manuals up-to-date. Under this partnership, Neola provides comprehensive policy services for MASB members on behalf of MASB. Working together, MASB and Neola produce uniform school policies and guidelines to better serve all Michigan school districts.

Policy Development and Updating
Neola, with assistance from MASB if and when needed, will work with the board, administrators and committee(s) to develop a comprehensive policy manual that suits your district’s needs. Each manual is based on templates that have been thoughtfully prepared, then vetted by Neola’s outside counsel and MASB’s legal counsel. These templates are customized to the district’s unique circumstances through choices made by the board and administrative team. The bylaws, policies and administrative rules/regulations are a unique collection assembled by educators and attorneys. The end result will be a policy manual that’s in line with law and court decisions containing legal citations, footnoted reference material, and will be searchable by keyword or phrase.

OVERVIEW AND COMMENTS

Publication of this Special Release is in response to recent legislative action which included an amendment to State School Aid Act Section 166 (MCL 388.1766), with immediate effect. As amended, Section 166 requires school boards to adopt and implement a policy that prohibits school officials, board members, and school employees from referring a student for an abortion or assisting a student in obtaining an abortion. Parents/legal guardians of such a student are not subject to this policy.

Failure to adopt such a policy is no longer subject to a $100,000 forfeiture of state aid, but rather, a violation of
Section 166 will be enforced through a complaint procedure, which could result in a 1% forfeiture of state aid, if the violation is substantiated by MDE. As amended, Section 166 no longer includes "other persons" in the prohibition, nor does it impose a fine against an employee who violates the policy.

These revised policies and administrative guidelines reflect the current state of the law and should be adopted in order to maintain accurate policies and guidelines.

The following documents are included in this Special Release:

1. **Policy 2410 - Prohibition of Referral or Assistance (Revised)**
2. **Policy 2414 - Reproductive Health and Family Planning (Revised)**
3. **Policy 2418 - Sex Education (Revised)**
4. **AG 2418 - Sex Education (Revised)**

**District-Specific Material**

If the District chooses to adopt a new policy or guideline or incorporate District-specific material into an existing policy or guideline other than what has been proposed by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

- Materials from the District's existing materials that the District requests be incorporated during the drafting process;

- New materials that the District develops in their entirety and exclusive of Neola; and

- Revisions or deletions that substantively depart from Neola's templates.

All questions should be directed to the Production Office at 632 Main 43812 (phone 800-407-5815, fax 740622-2557). Street, Coshocton, Ohio

Cross References

Special Update - October 2019 Disposition Sheet - Disposition Sheet
**DISPOSITION OF NEW/REVISED/REPLACEMENT POLICIES FOR BOARD ADOPTION**

**Special Update - October 2019**

**Coding for District-Specific Edits**

*1 = drafted by District staff

*2 = if the material was a work for hire, that is, material the District paid someone else to develop but from whom the District purchased the rights to publish

*3 = if the material is copyrighted to someone else from whom the District has secured permission to publish the material

(No code is needed for accepting Neola's vetted material)

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2410 - PROHIBITION OF REFERRAL OR ASSISTANCE

In accordance with Michigan statute, any officer, agent, or employee of the Board of Education 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 4139, Policy 3139, and Policy 4139 or the current negotiated agreement, if applicable:

Using due-process procedures, the Superintendent 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:

In accordance with Michigan statute, any school official, member of the Board of Education, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. Any school official, member of the Board, or employee of the Board who violates this policy is subject to disciplinary action.

Any alleged violation of this policy shall be reported to the Superintendent, who shall follow the procedures set
out in Policy 1439, Policy 3139, Policy 4139 or the current negotiated bargaining agreement, whichever is applicable, to investigate the allegation. If the allegation relates to a school official, member of the Board, or employee of the Board to whom Policy 1439, Policy 3139, Policy 4139 or a current negotiated bargaining agreement does not apply, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the person with reasonable notice and the opportunity to respond. All disciplinary measures available under Board Policy 1439, Policy 3139 or Policy 4139 may be utilized, as appropriate, if the Superintendent determines that a violation of this policy occurred.

Legal References
M.C.L. 388.1766
The Board of Education directs that instruction be provided on the principal modes by which dangerous communicable diseases, including HIV and AIDS, are spread and the best methods for the restriction and prevention of these diseases. The instruction shall stress that abstinence from sex is the only protection that is 100% effective against unplanned pregnancy and sexually transmitted diseases, including HIV and AIDS, and that abstinence is a positive lifestyle for unmarried young people.

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion.

Additionally, any officer, agent, or employee of the Board is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

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), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from
the instruction.

Before any revisions to the curriculum on the subjects taught pursuant to M.C.L. 380.1169 are implemented, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1507.

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Legal References
M.C.L. 380.1169, 380.1507, 388.1766
A.C. Rule 388.273 et seq.
In accordance with Michigan statute, the Board of Education authorizes instruction in sex education. Such instruction may include family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted disease.

The instruction described in this policy shall stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease and is a positive lifestyle for unmarried young people.

Such instruction shall be elective and not a requirement for graduation.

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent or guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the course and is notified in advance of his or her right to have the student excused from the class. The Michigan Board of Education shall determine the form and content of the notice required in this policy.

Upon the written request of a student or the student's parent or legal guardian, the student shall be excused, without penalty or loss of academic credit, from attending a class described in this policy. If a parent or guardian submits a continuing written notice, the student will not be enrolled in a class described in this policy unless the parent or guardian submits a written authorization for that enrollment.
The District shall provide the instruction by teachers qualified to teach health education. The Board shall establish a sex education advisory board and shall determine terms of service for the sex education advisory board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the District's population. The Board shall appoint two (2) co-chairs for the advisory board, at least one (1) of whom is a parent of a child attending a District school. At least (one-half) 1/2 of the members of the sex education advisory board shall be parents who have a child attending a District school, and a majority of these parent members shall be individuals who are not employed by a District. The sex education advisory board shall include students of the District, educators, local clergy, and community health professionals. Written or electronic notice of a sex education advisory board meeting shall be sent to each member at least two (2) weeks before the date of the meeting.

The sex education advisory board shall:

Establish program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. Additional program goals and objectives may be established by the sex education advisory board that are not contrary to Michigan law.

Review the materials and methods of instruction used and make recommendations to the Board for implementation. The advisory board shall take into consideration the District's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.

At least once every two (2) years, evaluate, measure, and report the attainment of program goals and objectives established by the advisory board. The Board shall make the resulting report available to parents in the District.

Before adopting any revisions in the materials or methods used in instruction under this policy, including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for Board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1169.

Each person who provides instruction to K to 12 students in accordance with this policy shall receive training
based on District approved standards and in accordance with training requirements of the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS).

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. Additionally, any officer, agent, or employee of the Board is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

For purposes of this policy, "family planning" means the use of a range of methods of fertility regulation to help individuals or couples avoid unplanned pregnancies; bring about wanted births; regulate the intervals between pregnancies; and plan the time at which births occur in relation to the age of parents. It may include the study of fetal development. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

Legal References
M.C.L. 380.1507. 380.1169. 388.1766
WEAPONS

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, including athletic events, or in a District vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

The Superintendent is authorized to establish instructional programs on weapons which require students to immediately report knowledge of weapons and threats of violence by students ( ) and staff to the building principal. Failure to report such knowledge may subject the student to discipline up to and including suspension or expulsion from school.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.
Policy exceptions include:

- Weapons under the control of law enforcement personnel;
- Items pre-approved by the building principal as part of a class or individual presentation under adult supervision, if used for the purpose and in the manner approved; (Working firearms and any ammunition will never be approved as part of a presentation.)
- Theatrical props that do not meet the definition of "weapons" above, used in appropriate settings.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

M.C.L. 380.1311, 380.1312(1), 380.1313
20 U.S.C. 7151

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5772 - WEAPONS

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District, including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, including athletic events, or in a District vehicle.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.

This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

The Superintendent is authorized to establish instructional programs on weapons which require students to immediately report knowledge of weapons and threats of violence by students and staff to the building principal. Failure to report such knowledge may subject the student to discipline up to and including suspension or expulsion from school.

The Superintendent will refer any student who violates this policy to the student’s parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

A. weapons under the control of law enforcement personnel;

B. theatrical props that do not meet the definition of "weapons" above, used in appropriate settings.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

Revised 12/15/03

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Legal

M.C.L.A. 380.1311, 380.1312(1), 380.1313
20 U.S.C. 7151
For Action: EPIC MRA March 2020 Ballot Survey

Background / Description –

EPIC • MRA offers Surveying: Live operator telephone surveys, like the ones they have conducted in nearly 150 public school districts and intermediate school districts in Michigan over the past three decades, are an accurate way to determine the level of support voters have for local school district bond proposals and other ballot initiatives. The information that can be garnered from a district-wide survey of voters who live in the Ferndale Public School District can demonstrate the level of support that exists for a future bond proposal to fund additional improvements for district, as well as inform the District as to which of the specific features that could be included in a new bond proposal voters favor - or oppose - the most.

Such a survey can also measure the perception of the quality of education provided by the district; the level of taxes and funding earmarked for education; the perception of the condition of school buildings, facilities, and grounds; views about the quality of education provided; the reasons “why” voters either support or oppose a proposal; and where voters receive the information that influences their opinions the most about Ferndale Public Schools.

Recommendation –

Recommendation is to approve the services of EPIC MRA for the amount of $16,750. The survey will include questions with regards to the March 2020 Bond and the Headlee Override.
Dr. Dania Bazzi, Superintendent  
Ferndale Public Schools  
871 Pinecrest Drive  
Ferndale, MI  48220  

Superintendent Bazzi:  

After our recent discussion about the survey research and database services EPIC ▪ MRA can offer, I write to describe those services, and the cost to commission them. Live operator telephone surveys, like the ones we have conducted in nearly 150 public school districts and intermediate school districts in Michigan over the past three decades, are still the best and most accurate way to determine the level of support voters have for local school district bond proposals and other ballot initiatives.

The information that can be garnered from a district-wide survey of voters who live in the Ferndale Public School District can demonstrate the level of support that exists for a future bond proposal to fund additional improvements for district, as well as inform the District as to which of the specific features that could be included in a new bond proposal voters favor - or oppose - the most.

Such a survey can also measure the perception of the quality of education provided by the district; the level of taxes and funding earmarked for education; the perception of the condition of school buildings, facilities, and grounds; views about the quality of education provided; the reasons “why” voters either support or oppose a proposal; and where voters receive the information that influences their opinions the most about Ferndale Public Schools. These lines of inquiry are just an example of some of the kinds of questions that can help Ferndale Public Schools better understand how to best present a bond proposal to voters. Such a survey could test the opinions of general election voters, with other questions asked so that responses can be compared with the opinions of voters who participate in lower turnout elections; such as the March 2020 Presidential Primary election under consideration by the district.
Initial voter reaction to a new bond proposal could be tested, with limited information, and voter opinion again measured after hearing more detailed information about the proposal and the specific district improvements the bonds would fund; as well as reasons offered in support of or opposition to the proposal to determine which messages - both for and against the proposal – resonate with voters the most. Additionally, it is understood at this time that the survey would further seek to test voter opinion toward a Headlee Override proposal to be placed on the same March 2020 Presidential Primary ballot, and to what extent – if any – the placement of two proposals on the same ballot affects voter opinion toward each. The testing of all these areas of inquiry would necessarily require a survey 15 minutes, or more, in duration.

After close consultation with the District, an initial draft of a survey instrument is presented for review and comment, with the review and re-draft process continuing until a questionnaire that is satisfactory to all parties is developed. Typically, this phase consumes the lion’s share of what is normally a six-week timeline for completion of the research; from initial consultation through presentation of a final report with recommendations. However, it is noted that, because of the needs of the district to have at least top-line data from the survey presented no later than the second week of January 2020, this typical timeline can be contracted; provided authorization to proceed, and a survey instrument to be fielded, can be finalized and approved no later than January 2, 2020.

An initial review of our EPIC • MRA database of the adult voting population residing within the boundaries of the Ferndale Public School District reveals there are approximately 20,500 registered voters within nearly 10,800 unique addresses. As is standard practice, completed interviews would be limited to only one per household. For this survey, EPIC • MRA recommends a stratified sampling of N=300; which would have a margin of error of 5.7%. At the time of this writing, it is understood that the survey would have a sample drawn, and screening questions drafted, to produce a random sampling of likely March 2020 Presidential Primary election voters. However, if desired, further questions could be included to measure participation in lower turnout May school elections, November general elections, etc. in order to determine what, if any, differences in opinion emerge based on the election date chosen.

With the increased incidence of exclusive use of non-landline devices, practitioners in the industry continue to explore ways to ensure that all segments of the population are appropriately represented in the sample. As standard practice, EPIC • MRA augments its land-line sample by completing a portion of the sampling with cell phone only-users (typically 30 to 40 percent), without a concomitant increase in the end service price. The proportion of cell phone sampling is generally determined by the proportional “age” of the sample, which, in this case, will be driven by the age of district voters, as well as the expected turnout for the election in question. This helps to ensure that the entire population, especially younger voters, are sufficiently sampled and represented in the overall survey results.
Presentation of the draft questionnaire would include an estimate of the average interview length. As can be seen from the price chart that follows, interview length is one primary factor in determining the overall price of the research. Sample size, or the number of interviews to be administered, is the other main variable that determines survey’s cost.

Once a survey instrument is completed, we set about conducting the interviews. Typically, the interview administration for a 300 sample, up-to-18-minute interview, takes approximately five days to complete.

As each shift's production is completed, data entry is performed so that by the end of the phoning, the data is ready to be coded and applied to our aggregation and tallying software. The results of the automated tabulation are known as:

- Frequency results - the percentage of all respondents saying "yes, no, undecided, don't know/refused" or all other responses to the survey questions; and,

- Cross tabulation tables - the tabulation of responses to individual questions by segment (that is, demographic subgroup) such as parent status, gender, age, education, geographic area of the district, income, etc.

The frequency results are useful in gauging overall reaction to specific questions posed, and for garnering an understanding of what the attitudes of the voting population are as a whole. The "crosstabs" are beneficial in getting a handle on how particular segments (e.g. parents vs. non-parents, older vs. younger residents) of the voting population react to a question in comparison to the entire sample.

The comparison of the frequency report with the cross tabulation results is useful in analyzing the respective attitudes of individual segment subgroups toward various issue questions and ballot proposals. Moreover, if the survey includes detailed questions about the specifics of a bond proposal, how bond proposal funding would be used, and/or a message test battery, you will be able to see which components, and messages, are most supported, and resonant with the entire population, as well as within specific subgroups.

EPIC ▪ MRA is well aware of the fact that the survey, its cost, and its results, are subject to the Freedom of Information Act, and open to public scrutiny. However, our firm has great experience with taking on public entities as clients, and we pride ourselves on our ability to craft an unbiased survey instrument and present results in a manner that justifies the expenditure of public dollars. Moreover, our services include the offering of an oral presentation of results, if desired, which, more often than not, is delivered as part of a regularly scheduled board meeting;
a feature that goes a long way toward calming any concerns that may arise in the community about the expenditure of tax dollars on a public opinion survey.

With the foregoing given as a brief background primer and the expectation that the survey will be no longer than 18 minutes in length, the chart below illustrates our prices for live-operator, telephone survey research services, for surveys with interview lengths of 12, 15 and 18 minutes; based on a sample size of 300 interviews.

<table>
<thead>
<tr>
<th>Survey Length</th>
<th>300 Samples (+/- 5.7%)</th>
<th>Approximate # of Questions (including screening questions and demographics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 12 Minute Interview</td>
<td>$13,750.00</td>
<td>28 to 35</td>
</tr>
<tr>
<td>12 to 15 Minute Interview</td>
<td>$16,750.00</td>
<td>33 to 40</td>
</tr>
<tr>
<td>15 to 18 Minute Interview</td>
<td>$19,750.00</td>
<td>38 to 45</td>
</tr>
</tbody>
</table>

It is noted that surveys of 12 minutes in duration generally include the testing of the individual components (features) of a bond proposal and, in this case, the testing of the Headlee Override proposal, but could not likely include testing of messages (arguments) for and against a bond proposal. Normally, surveys of 15 to 18 minutes in length are required to include message tests.

The prices shown above reflect the fee for all survey-related services, including:

- Pre-survey client consultation
- Ongoing telephone consultation to develop the questionnaire
- Final survey instrument drafting
- Telephone sample draw
- Up to 30 percent cellphone only respondents as part of the sampling
- Telephone interview administration and supervision
- Data entry of results
- Coding and grouping of any open-ended responses
- Frequency Report and Cross Tabulation tables
- Textual Executive Report
- PowerPoint Presentation of results, if requested
- Post-survey oral presentation of results, if requested

PLEASE NOTE: The prices quoted also include an electronic voter database, which includes the name and address of the registered voters within district boundaries, along with other designations; such as individual vote history and absentee-voter status. If the District would like parents and staff matched against the voter database, or phone numbers appended, there is an additional, nominal charge for that service.
It is hoped that the forgoing information is helpful, and on behalf of all of us at EPIC • MRA, we appreciate the opportunity to offer our services to meet the informational survey research needs of Ferndale Public Schools. Of course, should you have any questions or need further detail or clarification, please do not hesitate to contact me at your convenience.

Yours truly,

Bernie P., President
EPIC • MRA
## FERNDALE PUBLIC SCHOOLS
### General Fund
#### Fiscal Year 2019-20 Budget to Actual - November 30, 2019

<table>
<thead>
<tr>
<th></th>
<th>Amended Budget</th>
<th>Actual Revenue/Expense</th>
<th>% Remaining 11/30/19</th>
<th>% Remaining 11/30/18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Revenue</td>
<td>5,660,149</td>
<td>3,659,833</td>
<td>2,000,316</td>
<td>35.34%</td>
</tr>
<tr>
<td>State Revenue</td>
<td>27,925,242</td>
<td>5,009,439</td>
<td>22,915,803</td>
<td>82.06%</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>1,693,223</td>
<td>33,664</td>
<td>1,659,559</td>
<td>98.01%</td>
</tr>
<tr>
<td>Inter District and Other Financing Sources</td>
<td>1,735,947</td>
<td>407,968</td>
<td>1,327,979</td>
<td>76.50%</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>37,014,561</td>
<td>9,110,904</td>
<td>27,903,657</td>
<td>75.39%</td>
</tr>
</tbody>
</table>

| **EXPENDITURES**     |                |                        |                      |                      |
|----------------------|                |                        |                      |                      |
| Instruction:         |                |                        |                      |                      |
| Basic Programs       | 15,240,315     | 3,811,072              | 11,429,243           | 74.99%               |
| Added Needs          | 4,410,283      | 1,056,488              | 3,353,795            | 76.04%               |
| Adult Education      | 616,778        | 124,252                | 492,526              | 79.85%               |
| **Total Instruction**| 20,267,376     | 4,991,812              | 15,275,564           | 75.37%               |
| Support Services:    |                |                        |                      |                      |
| Pupil Support Services | 3,031,294   | 750,893                | 2,280,401            | 75.23%               |
| Instructional Staff Support | 2,419,387 | 946,339                | 1,473,048            | 60.89%               |
| General Administration | 606,080      | 253,336                | 352,744              | 58.20%               |
| School Administration | 2,250,321     | 841,942                | 1,408,379            | 62.59%               |
| Business Services    | 629,950        | 238,513                | 391,437              | 62.14%               |
| Operations & Maintenance | 3,478,818  | 1,036,413              | 2,442,405            | 70.21%               |
| Transportation       | 1,287,113      | 384,386                | 902,727              | 70.14%               |
| Other Central Support | 2,004,522     | 655,462                | 1,349,060            | 67.30%               |
| **Total Support Services** | 15,707,485 | 5,107,284              | 10,600,201           | 67.49%               |
| Community Services   | 571,628        | 150,953                | 420,675              | 73.59%               |
| Other Financing Uses | 408,149        | 394,545                | 13,604               | 3.33%                |
| **Total Expenditures** | 36,954,638   | 10,644,594             | 26,310,044           | 71.20%               |

FERNDALE, November 30, 2019

Amended Budget

Actual Revenue/Expense

% Remaining 11/30/19

% Remaining 11/30/18

FUNDING SOURCES

- Amended Budget
- Balancing

2019

PUBLIC

1

2018

DBA
Notes:

Local Revenue - The District levies 100% of property taxes in the summer (Royal Oak Township collected in the Winter)
State Revenue - The first State Aid payment will be received in October.
Instruction - The majority of instructional expenditures do not start until September 1 when teachers return to the classroom. This is also true for Pupil support services which include Counselors, Psychologists, and Social Workers.
Instructional Staff Support - This category includes our instructional support staff that work twelve months as well as our instructional technology staff.
General Administration - This function code includes expenditures such as membership dues and audit fees that occur at the beginning of the school year along with twelve month employees.
Business Services - Liability insurance recorded in July for entire fiscal year.
Operations & Maintenance - Property and liability insurance paid in full
Transportation - Fleet insurance paid in full, summer routes
Other Central Support - Includes Athletics the majority of which is spent Sept-June
Other Financing Uses - Includes payments for leased vehicles and equipment. The budget also includes the transfer to debt service for the Energy bond payment.

Variance Explanations:

A. Adult Education has one less teacher than in the prior year. When the budget (MEGS Sec 107) is open for amendment the funds will be reallocated. Includes section 107 Deferred funds the majority of which are for supplies which have been ordered but not expensed.

B. First Payment to Mainstream Rehabilitation not made until November 19, October in the prior year, open position not filled at start of school year. Prior year included payment for textbook adoption.

C. Prior year included the final costs from the Career Center which was closed out as of 8/31/2018.

D. As of 11/30/19 there are only 2 leases outstanding. Majority of Lease payments made in July and October.