

February 16, 2022 4pm

### Agenda

1. Roll Call
2. Approval of the Agenda
3. Approval of the Minutes from January 19<sup>th</sup>, 2022 meeting
4. Public Comment
5. Follow up on policy issues from 1/19/22 meeting

#### **Old Policy regarding AEDs:**

Per Thrun: There are two laws likely applicable here. The first is Section 1170a to the Revised School Code, which requires schools to incorporate CPR/AED instruction into the health curriculum. This is already covered by policy 2203. The second law is a “good Samaritan” law that basically insulates people from civil liability if they apply an AED to another person in good faith. Because these issues are covered very specifically by law, our policy service doesn’t address it. Although I don’t see a problem with retaining 8665, I also don’t think it’s necessary, particularly since it largely directs the superintendent to create the actual rules related to AEDs.

#### **Old Policy regarding Dual enrollment:**

Per Thrun: Dual enrollment and early college entrance are governed by the Postsecondary Enrollment Options Act, State School Aid Act, and the Pupil Accounting Manual (PAM). Because the PAM changes annually and the Postsecondary Enrollment Options Act and SSAA regulate these requirements, we do not advise having a policy addressing dual enrollment and early college. It would be redundant and very difficult to keep pace with the PAM that changes every year.

#### **Placement of Old Policies 1160 and 1162 regarding on boarding of board members:**

Per Thrun: For 1160, I recommend creating a new policy 2401.1 and placing it after 2401. For 1162, I think the best thing would be to create a new policy 2406.1 and placing it after 2406.

These will need to be placed in items of information and a motion created for the following board meeting.

#### **Consolidation of Old Mental Health Policy with Thrun’s suicide prevention policy:**

See attached

These will need to be placed in items of information and a motion created for the following board meeting.

**Policies 5407 & 5409:**

See Attached Policies

Per Thrun: Policy 5407 and 5409 of Thrun's Policy governs classes and credits. Thrun's policies (now ELPS's policies) permit the Superintendent to coordinate the classes that are offered without needing a formal Board approval. Please keep in mind that there are several classes that are required to be offered under law in order for a student to be able to graduate. Because "pre-AP" classes are unique to East Lansing and not required by the law, you can move forward with modifying the classes/credits in accordance with the district's current practice and Board Policy.

Any discussion regarding revising/tightening this policy?

**Recess Policy**

**Naming Policy**

6. Policies will be on the Boardbook platform and they are posted to the district's website. IT is working on presentation on district website.
7. Racial Equity: Terah
8. Input from staff on Sections 1000 and 2000?
9. Other Business
10. Adjournment

# 8540 - Suicide Awareness and Prevention

Wednesday, September 26, 2018 2:24 PM

## 8540 Suicide Awareness and Prevention Policy (CF. 8450) 8540

The East Lansing Public School District recognizes that suicide is the third leading cause of death among youth<sup>[1]</sup>. School personnel, who routinely interact with students, are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. State law (MCL 380.1171) encourages school districts to provide age-appropriate instruction for students and professional development for school personnel concerning the warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide. To reduce suicidal behavior and its impact on students, families and District employees, the superintendent shall consider statutory goals found in Chase Edwards law to support measures and strategies to address suicide prevention, intervention, and postvention<sup>[2]</sup>.

### Prevention

The superintendent shall incorporate prevention programs to promote healthy mental, emotional, and social growth of students. Suicide prevention strategies shall include: efforts to promote a positive school climate that enhances students' feelings of connectedness with the support of caring staff and constructive interrelationships among students. Annual programs should encompass risk factors and warning signs of suicide, basic measures for helping suicidal youth, and reducing the stigma of mental illness. In each building there shall be an identified knowledgeable and available staff person(s) who is/are responsible for coordinating prevention programs and accessing community resources.<sup>[3]</sup> The superintendent or his/her designee shall notify the parents of all pupils of each school in which the instruction is provided about the instruction.

### Staff Development (CF 5190)

Annual suicide prevention training shall be provided to all district employees who interact with students. Training options shall be offered under the direction of the superintendent in collaboration with the District's Mental Health Advisory Committee (MHAC), counselors, social workers, psychologists and in cooperation with behavioral health agencies. Training

materials shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services.

#### Intervention (CF 5180)

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal. The building principal will work with appropriate parties to develop a plan to support the student.

East Lansing Public Schools shall ensure a school employee acts only within the authorization and scope of his/her credential or license. Nothing in this policy shall be construed as authorizing or encouraging a district employee to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

#### Postvention (CF 9520, 9020)

The superintendent shall implement readily available programming to address student and staff grief as well as to minimize the risk of further suicides or crises. After any suicide, the superintendent shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Any response to media inquiries shall be handled by the Office of the Superintendent and shall focus on the District's postvention plan and available resources to students and employees.

<sup>[1]</sup> *Gateway to Health Communication & Social Marketing Practice*. Suicide Among Youth. Center for Disease Control and Prevention.

<https://www.cdc.gov/healthcommunication/toolstemplates/entertainmented/tips/suicideyouth.html>

<sup>[2]</sup> Model School District Policy on Suicide Prevention Model Language, Commentary, and Resources. The Trevor Project. <https://www.thetrevorproject.org/wp-content/uploads/2017/09/District-Policy.pdf>

<sup>[3]</sup> Community Resources may include but not be limited to articles, tools, fact sheets, reports, and contact information, screening, and treatment materials regarding suicide prevention and assistance.

## **Series 5000: Students, Curriculum, and Academic Matters**

### **5700 Student Health and Safety**

#### ***5710 Student Suicide Prevention***

Employees, volunteers, and contractors must immediately notify the building principal or designee if a student is exhibiting signs of unusual depression, expressing suicidal thoughts, or threatening or attempting suicide or self-harm.

The District will convene a crisis response team to investigate and develop an intervention plan for the student, if necessary.

A member of the crisis response team will immediately notify the student's parent/guardian if the student threatens or attempts suicide.

District personnel who suspect that a student may have a disability under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act must immediately refer the student for an evaluation.

The District will provide age-appropriate instruction and professional development about suicide prevention, consistent with Policy 2203 and state law.

Legal authority: MCL 380.1171

Date adopted: December 13, 2021

Date revised:

## Series 5000: Students, Curriculum, and Academic Matters

### 5700 Student Health and Safety

#### 5710 Student Suicide Prevention

The District recognizes that suicide is a leading cause of death amongst youth. Employees, volunteers, and contractors must immediately notify the building principal or designee if a student is exhibiting signs of unusual depression, expressing suicidal thoughts, or threatening or attempting suicide or self-harm. Students are encouraged to notify any District employee if they are experiencing suicidal thoughts or if they have knowledge of another student's suicidal thoughts.

The District will convene a crisis response team to investigate and develop an intervention plan for the student, if necessary.

A member of the crisis response team will immediately notify the student's parent/guardian if the student threatens or attempts suicide.

District personnel who suspect that a student may have a disability under Section 504 of the Rehabilitation Act or the Individuals with Disabilities Education Act must immediately refer the student for an evaluation.

~~[Mandatory if your District issues student identification cards for students in grades 6-12: Beginning with the 2021-2022 school year, the District will print the number of a national, state, or local suicide prevention hotline that can be accessed at any time on student identification cards for students in grades 6-12.]~~

~~[Optional, but encouraged by state law: The District will post on its website homepage and in a conspicuous location in the school counselor's office MDHHS model information materials about suicide prevention services, suicide, depression, and anxiety.]~~

~~[Optional: The District will provide age-appropriate instruction and professional development about suicide prevention, consistent with Policy 2203 and state law.]~~ Age-appropriate instruction may include, but is not limited to: promoting healthy mental, emotional, and social growth of students; suicide risk factors and warning signs; ways to help suicidal youth; and reducing mental health stigma.

Legal authority: MCL 380.1171, 380.1893

Date adopted:

Date revised:

**Series 5000: Students, Curriculum, and Academic Matters**

**5400 Curriculum, Instruction, and Parent/Guardian Involvement**

**5409 Academic Credits and Graduation**

**A. Graduation Requirements**

A student must successfully complete all graduation requirements to earn a high school diploma. The Superintendent will ensure that the District's required credits and graduation criteria are consistent with state law and annually published in applicable student handbooks.

**Michigan Merit Curriculum – Personal Curriculum Modification Options**

Subject Area Credit Requirements	Personal Curriculum Modification
<i>Requirements may be fulfilled in a variety of ways, including but not limited to Career/Technical Education, college credit courses, online learning, project-based learning, traditional courses, and work-based learning.</i>	
<p><b>4 English Language Arts Credits</b></p> <ul style="list-style-type: none"> <li>• 1 credit in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade</li> <li>• All credits aligned to state content expectations</li> </ul>	<p>√ No modification except for students with an IEP and for transfer students who have completed 2 years of High School.</p>
<p><b>4 Mathematics Credits</b></p> <ul style="list-style-type: none"> <li>• 3 credits aligned with the required state content expectations (i.e., Geometry, Algebra I, and Algebra II)</li> <li>• 1 math or math-related credit (not required to be aligned with state content expectations)</li> <li>• 1 math or math-related credit required in the final year which could include any of the 4 credits described above or may be an additional district credit</li> <li>• Note: Students may earn 2 math credits for Algebra II when the credit is earned over 2 years without requesting a personal curriculum.</li> </ul>	<p>√ Minimum of 2 credits aligned to math content expectations prior to any modification</p> <p>√ ½ credit of Algebra II can be exchanged for a math or math-related course</p> <p>√ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</p>
<p><b>3 Science Credits</b></p> <ul style="list-style-type: none"> <li>• 1 Biology credit</li> <li>• 1 Chemistry or Physics credit</li> <li>• 1 additional science credit</li> <li>• All credits aligned to state content expectations</li> </ul>	<p>√ No modification except for students with an IEP and transfer students who have completed 2 years of High School.</p>
<p><b>3 Social Studies Credits</b></p>	<p>√ No modification of Civics</p>

<ul style="list-style-type: none"> <li>• ½ Civics credit</li> <li>• ½ Economics credit</li> <li>• 1 U.S. History and Geography credit</li> <li>• 1 World History and Geography credit</li> <li>• All credits aligned to state content expectations</li> </ul>	<ul style="list-style-type: none"> <li>√ Minimum of 2 social studies credits prior to modification</li> <li>√ 1 social studies credit (other than Civics) can be exchanged for an additional English language arts, math science, or world languages credit</li> <li>√ Additional modification allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<p><b>1 Physical Education and Health Credit</b></p> <ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>√ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</li> <li>√ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<p><b>1 Visual, Performing, and Applied Arts Credit</b></p> <ul style="list-style-type: none"> <li>• Credit aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>√ Credit can be exchanged for an additional English language arts, math, science, or world languages credit</li> <li>√ Additional modifications allowed for students with an IEP and transfer students who have completed 2 years of high school</li> </ul>
<p><b>Online Learning Experience or Credit</b></p> <p>Online course, learning experience or Online experience is incorporated into one or more required credits</p>	<ul style="list-style-type: none"> <li>√ No modification except for students with an IEP and transfer students who have completed 2 years of High School.</li> </ul>
<p><b>2 World Languages Credits (Begins with Class of 2016)</b></p> <ul style="list-style-type: none"> <li>• Credits earned in grades 9-12 or an equivalent learning experience in grades K-12</li> <li>• Credits aligned to state guidelines</li> </ul>	<ul style="list-style-type: none"> <li>√ No modification except for students with an IEP and transfer students who have completed 2 years of High School.</li> </ul>

*\*Math requirements may be subject to change under the review of Michigan Legislature.*

## B. Personal Curriculum

In some cases, it may be appropriate to modify the Michigan Merit Curriculum for a student. Modifications may only be made in accordance with state law. The parent/guardian of a student who has completed grade 9 or a student who has reached age 18 may request a personal curriculum.

A teacher or school counselor may request that the District consider providing a student with a personal curriculum. If requested by a teacher, the teacher must



currently teach or have expertise in a subject area proposed to be modified by the personal curriculum or the building principal must determine that the teacher has qualifications relevant to developing a personal curriculum.

In all cases, a student's personal curriculum must be developed in accordance with state law.

The District will annually notify parents/guardians of their ability to request a personal curriculum.

### C. Earning Credit

The District will grant credit to a student who successfully completes a course commensurate with the amount of time the course meets. Successful completion means that the student has demonstrated mastery of the state- or District-approved subject area content standards for the course by obtaining a D- or higher grade in the course based, in part, on at least 1 state or District-approved assessment.

Alternatively, the District will grant equivalent credit for a required Michigan Merit Curriculum course if the student earns a qualifying score, as determined by MDE or by the District, on a state- or District-approved assessment (i.e., "testing out").

The District will grant equivalent credit for a course if the student demonstrates a reasonable level of mastery by achieving a C+ or better on the final examination for the course or, if there is no final examination, by demonstrating subject area content knowledge by obtaining a C+ or better on an alternative assessment, such as a portfolio, performance, paper, project, presentation, or other established means. A student who earns credit in a course by "testing out" will not earn a grade in the course, and the credit will not be considered for determining grade point average or any honors earned based on grade point average.

The District will grant a student credit toward a diploma or alternative certificate if the student successfully completes, before entering high school, a state-mandated curriculum requirement by demonstrating proficiency on the content expectations for that curriculum requirement, either through successfully completing the course or by testing out.

Once a student earns credit in a course, either by successfully completing the course or by testing out, the student may not earn additional credit for the course or for a lower level course in the same subject.

The Board will recognize credits earned at other public schools and at accredited nonpublic schools. For students transferring from a home school program, the Superintendent or designee will assess whether the home school credit reflects

proficiency in state and District content expectations for each course for which the student seeks to transfer credit. If the Superintendent or designee determines that the student is proficient in the subject area content, the District will award transfer credit.

Legal authority: MCL 380.1278a, 380.1278b, 380.1279b

Date adopted: December 13, 2021

Date revised:

## Series 2000 Bylaws

### 2200 Board Powers

#### *2203 Authority to Establish Curriculum*

The phrase "State curriculum content standards," as used in this Policy, means the State Board's recommended model curriculum content standards developed and periodically updated under the Revised School Code.

- A. The Superintendent or designee, after consulting with teachers and school administrators and after considering the State curriculum content standards, will recommend for Board approval a core academic curriculum for the District's elementary, middle, and secondary schools.
  1. The recommended core academic curriculum will:
    - a. Define academic objectives to be achieved by all students.
    - b. Be based on the District's educational mission, long-range student goals, and student performance objectives.
    - c. Meet or exceed State curriculum content standards.
    - d. Include credit requirements that meet or exceed the Michigan merit standards for high school students.
    - e. Incorporate grade-appropriate instruction on career development in each grade level based on MDE's model program of instruction for career development.
    - f. Incorporate courses of instruction in the U.S. Constitution; the Michigan Constitution; the history and present form of government of the United States; and the State of Michigan and its political subdivisions, stressing the rights and responsibilities of citizens.
    - g. Incorporate grade-appropriate instruction in the social studies curriculum for grades 8-12 about genocide, including the Holocaust and the Armenian Genocide.
    - h. Incorporate grade-appropriate instruction (Policy 5420), by appropriately trained teachers, on the principal modes by which dangerous communicable diseases, including human immunodeficiency virus (HIV) infection and acquired immunodeficiency syndrome (AIDS) are spread and the best methods for the restriction and prevention of those diseases. The instruction will stress that abstinence from sex is a responsible and

effective method for restriction and prevention of those diseases and is a positive lifestyle for unmarried young people.

- i. Incorporate instruction in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AEDs) for students enrolled in grades 7-12, and, if the course or class will result in the issuance of a CPR certification card or status, ensure that CPR/AED instruction is provided by an instructor who is authorized by the American Heart Association, American Red Cross, or a similar nationally recognized association.
  - j. Incorporate a grade- and age-appropriate model program of instruction on prescription opioid drug abuse based on the recommendations developed by the Prescription Drug and Opioid Abuse Commission under Public Health Code Section 7113a.
  - k. Consider providing college level equivalent courses.
  - l. Incorporate elective (not required for graduation), grade-appropriate instruction by health education teachers on sex education, including family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life, as well as reproductive health and the recognition, prevention, and treatment of sexually transmitted disease. The instruction in these subjects will 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.
  - m. Incorporate age-appropriate instruction for students, pursuant to Revised School Code Section 1171, about the warning signs and risk factors for suicide and depression and the protective factors that help prevent suicide. See Policy 5710.
2. The recommended core academic curriculum will comply with subsection D of this Policy.

B. The Board will:

1. Consider the Superintendent's or designee's curricular recommendations, including any recommendations to exceed the State curriculum content standards;
2. Establish a core academic curriculum that meets or exceeds State curriculum content standards;
3. For the sex education curriculum: (a) empanel a sex education advisory board in compliance with Revised School Code Section 1507; (b) incorporate into the District's curriculum the program goals and objectives

established by the sex education advisory board for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases; and (c) at least once every 2 years, receive from the sex education advisory board, and make available to parents/guardians a report that evaluates and measures the attainment of program goals and objectives established by the sex education advisory board.]

4. Hold at least 2 public hearings as required under the Revised School Code Section 1169 before adopting or revising the District's dangerous communicable diseases curriculum; and
  5. Determine the aligned instruction program for delivering the core academic curriculum and identify the courses and programs in which the core academic curriculum will be taught.
- C. The Superintendent or designee will ensure that the core academic curriculum is reviewed periodically and as required by Policy 5420.
- D. The following will apply to the District's curriculum and the courses and programs in which the District's curriculum is taught:

1. American Sign Language

The District will grant high school credit in a foreign language to a student enrolled in high school who has satisfactorily completed a high school course offered in American Sign Language or who has attained proficiency in American Sign Language outside of a public or private high school curriculum.

2. Foreign Language

The District will grant high school credit in a foreign language to a student enrolled in high school who has demonstrated proficiency in a foreign language outside of a public or private high school curriculum. Proficiency may be demonstrated by a competency test or other criteria established by the Board.

3. Online Learning

The curriculum will provide the basic level of technology and internet access required by the State Board to complete the online course or learning experience.

Legal Authority: MCL 333.7113a; MCL 380.1157b, 380.1165, 380.1166, 380.1166a(2),  
380.1168, 380.1169, 380.1170a(4), 380.1170b, 380.1171, 380.1278,  
380.1278a(1)(b), 380.1278a(2), 380.1278b, 380.1278c, 380.1279e,  
380.1280a, 380.1473, 380.1502, 380.1507, 380.1507a, 380.1507b

Date adopted: December 13, 2021

Date revised:

## **Series 5000: Students, Curriculum, and Academic Matters**

### **5400 Curriculum, Instruction, and Parent/Guardian Involvement**

#### ***5407 Instructional Program and Curriculum Development***

The District will provide students with at least the minimum number of instructional hours and days each school year required by the state for full state aid funding. The District may deviate from this requirement only as permitted by state law.

The Board, advised by the Superintendent, will adopt a curriculum and procure textbooks and materials to support the curriculum.

The Superintendent or designee is responsible for providing and directing District-wide planning for curriculum, instruction, assessment, and staff development in accordance with Policy 2203. Committees consisting of educational professionals, including administrators, and community members, may be established to design instructional strategies and assessments to implement the curriculum.

Date adopted: December 13, 2021

Date revised: