

POSTSECONDARY (DUAL) ENROLLMENT OPTION PROGRAM

The Board of Education recognizes the value to students and to the District for students to participate in courses offered by accredited and degree-granting colleges and universities in Michigan. Eligible postsecondary institutions shall include state universities, community colleges, and independent nonprofit degree-granting colleges or universities located in Michigan and that choose to comply with the Postsecondary Enrollment Options Act.

The Board will allow eligible high school students who meet the criteria established in the Superintendent's guidelines to enroll in eligible postsecondary courses while in attendance in the District. The Superintendent shall allow a ~~tenth-grade~~ student, upon written request of his/her parent to take ~~the Michigan Merit Exam or~~ approved readiness assessment(s) in order to establish eligibility for postsecondary enrollment. Any ~~such~~ tests are to be administered free of charge in accordance with the District's testing schedule, ~~for the Michigan Merit Exam.~~ Students will be eligible to receive appropriate credit for completing any of these courses providing they meet all requirements for the type of credit they wish to earn.

The Superintendent shall establish the necessary administrative guidelines to ensure that such courses are in accord with State law and are properly communicated to both the students and their parents. The Superintendent shall also establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

Upon receipt of a bill from the postsecondary institution itemizing the charges for a student's participation in a particular course, the District shall either pay the bill or the prorated percentage of the State portion of the foundation allowance for that student, whichever is lower. If charges exceed such payment the student and his/her parents are responsible for the remaining charges.

~~Such an additional payment may include charges for tuition, mandatory course fees, and any late fees caused by the District's failure to make the required payment on time. The student and his/her parents will be responsible for the student's transportation costs, parking fees, books, or any activity fees the student and his/her parents are responsible for the remaining charges.~~

If a student participating in the postsecondary (dual) enrollment program fails to successfully complete an eligible course, the student and his/her parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment. In the event reimbursement is not made in a reasonable period of time, the Superintendent is authorized to file claim against the student and/or his/her parents in Small Claims Court for collection.

The Superintendent is to submit annually to the Intermediate School District the following information:

- A. the amount of money paid to postsecondary institutions for this program
- B. the number of students in the high school and the number who participated in at least one (1) postsecondary program and received payment for all or part of the eligible charges under this program both in the aggregate and by grade level
- C. the percentage of the District's enrollment represented by eligible students both in the aggregate and by grade level
- D. the total number of postsecondary courses for which the District made payment, the number of courses for which postsecondary credit was granted, the number of courses for which high school credit was granted, and the number of courses that were not completed by eligible students

M.C.L.A. 380.1279g, 380.1473, 380.1481, 388.513, 388.513a, 388514, 388.1930a, 388.1621(b)

Adopted 11/13/06
Revised 1/14/13

NEW POLICY - SPECIAL UPDATE - NOVEMBER 2012

[NOTE: This policy is provided to address Best Practice Incentive for Fiscal Year 2012-13.]

ON-LINE/BLENDED LEARNING PROGRAM

The District shall provide eligible students within its boundaries the option of participating in on-line or blended learning courses. Such a program takes place in an interactive learning environment created through technology. The student and teacher may be separated from each other by time and/or space, or may interact before, during, and/or after the regular school day.

The purpose of the program is to make instruction available to District students using online and distance education technology in both traditional and nontraditional classroom settings.

The District shall offer a program for students in

- (-) ~~K-12.~~
- (-x) Grades ~~9~~6-12.
- (-) ~~Grades _____.~~

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

The District may contract other providers of such programming. ~~as:~~

- (-) ~~a provider approved by the Department of Education _____;~~
- (-) ~~_____ [another school district];~~
- (-) ~~_____ [a Michigan State University].~~
- (-) _____
- (-) _____

Access and Availability

The District shall provide access to enroll and participate in the available courses ~~available~~ and shall award credit, as may be appropriate, for successful completion. Access ~~shall~~ may be available to eligible students during or after the school day and during summer school enrollment. The District will provide ~~two or fewer courses per semester in Grades K-5 and~~ one or more courses per semester in Grades 6-12. If students are taking more than two courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.

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NEW POLICY - SPECIAL UPDATE - NOVEMBER 2012

[NOTE: This policy is provided to address Best Practice Incentive for Fiscal Year 2012-13.]

COMPREHENSIVE SCHOOL HEALTH EDUCATION

The Board shall provide a comprehensive health education program that addresses the essential knowledge and skills that helps students to become “health literate,” making the healthiest choices available, and avoiding those behaviors that can cause damage to their health and well-being.

The Board shall comply with current state law in implementing comprehensive health education programs. In doing so, the Board shall adopt, implement, and evaluate a research-based, theory-driven comprehensive education program.

The District’s comprehensive health education program shall strive to:

- A. provide at least fifty (50) hours of health education instruction at every grade, Pre-kindergarten through Grade 12, to give all students sufficient time to learn health skills and habits for a lifetime;
- B. help students master the Michigan Health Education Content Standards and Benchmarks;
- C. focus on helping young people develop and practice personal and social skills, such as communication and decision making, in order to deal effectively with health-risk situations;
- D. use active, participatory instructional strategies to engage all students;
- E. address social and media influences on student behaviors and help students identify healthy alternatives to specific high-risk behaviors;
- F. emphasize critical knowledge and skills that students need in order to obtain, understand, and use basic health information and services in ways that enhance healthy living;

- G. focus on behaviors that have the greatest effect on health, especially those related to nutrition; physical activity; violence and injury; alcohol and other drug use; tobacco use; and sexual behaviors that lead to HIV, sexually transmitted disease, or unintended pregnancy, emphasizing their short-term and long-term consequences;
- H. build functional knowledge and skills, from year to year, that are developmentally appropriate; and
- I. include accurate and up-to-date information, and be appropriate to students' developmental levels, personal behaviors, and cultural backgrounds.

Assessment

Student work in health education courses shall be regularly assessed and graded using performance-based items that are aligned with the health education content standards. Course grades shall be determined in the same manner as other subject areas, and shall be included in calculations of grade point average, class rank, and academic recognition programs.

Collaborative Approach

Collaborative and integrative approaches shall be used in the teaching of health education. The health education program is one component of a coordinated school health program and shall be coordinated with other school health initiatives.

Health topics shall be integrated into the instruction of other subjects with the assistance of school health education professionals, in order to complement the health education program.

The District will collaborate with community organizations to provide student learning opportunities in both the classroom and the community. Participation in community opportunities for service learning related to health and utilization of community resources as a part of classroom instruction shall be in accordance with policies of the Board and relevant to course objectives.

The District shall partner with parents/guardians and families, who are recognized as the first and primary health educators of their children, in order to provide consistent messages regarding health behavior. Health education programs shall be consistent with school and community standards that support positive parent/child communications and guidance.

Implementation

The Board shall employ highly qualified teachers of health education. Such teachers shall possess the necessary qualifications, skills, and training essential to perform their duties well, and shall serve as positive role models by demonstrating healthy behaviors.

Teachers shall have received quality professional development in health education through their pre-service preparation or through in-service training.

In order to teach health in secondary health courses, a teacher must have an endorsement in health or family and consumer sciences on their secondary level teaching certificate.

The Board supports ongoing professional development activities specifically related to health education, including practice using strategies designed to positively influence students' health behaviors and attitudes.

The Board shall evaluate its policies and implementation of District efforts that promote health literacy and healthy behaviors among all students. The District shall utilize available funds effectively in providing health education services and shall work with local partners in pursuit of additional resources to provide comprehensive school health education programming, professional development, and classroom materials.

Michigan State Board of Education Policy on Comprehensive School Health Education

STUDENT ASSESSMENT

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

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and at least annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

Additionally, the District shall monitor student academic growth in each subject area at least twice during the school year using competency based online assessments. The results of these assessments shall be shared with the student and his/her parent(s) or guardian.

[NOTE: This option is provided to address Best Practice Incentive for Fiscal Year 2012-13.]

The Superintendent shall develop and the Board shall approve a program of testing that includes:

- A. the Michigan Education Assessment Program (for grades 3-9) and the Michigan Merit Examination (or other readiness assessment program approved by the State Superintendent) administered each year in accordance with the schedule established by statute and the State Department of Education;

The purpose of the Michigan Education Assessment Program and the Michigan Merit Examination (MME) is to assess student performance in mathematics, science, social studies, reading, and English language arts for the purpose of improving academic achievement and establishing a Statewide standard of competency. The MME will include the American College Test (ACT) provided at State expense for all students in Grade 11. ACT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work.

- B. criteria-based written and oral examinations which include use of alternative questions, demonstrations, writing exercises, individual

and group projects, performances, portfolios, and samples of best work;

- C. selection of assessment instrument, data, and other District criteria that will be used to assess educational achievement of each student in grades 1-5;
- D. aptitude tests;
- E. achievement tests;
- F. vocational inventories;
- G. tests of mental ability.

The Board requires that:

- A. any assessment tests used shall not be a psychiatric examination, testing, or treatment; or a psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning:
 - 1. political affiliations
 - 2. mental and psychological problems potentially embarrassing to the student or his/her family
 - 3. sex behavior and attitude
 - 4. illegal, anti-social, self-incriminating and demeaning behavior
 - 5. critical appraisals of other individuals with whom respondents have close family relationships
 - 6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers.
- B. any personality testing complies with Department of Education guidelines.

The Board also requires that:

- A. tests be administered by persons who are qualified under State law and regulation;
- B. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;

- C. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the policy of this Board regarding student records;
- D. the results of each school-wide, program-wide, and district-wide test be made part of the public record.

All students classified as disabled shall be required to participate in the District's student assessment program, except as prescribed in his/her individualized education program (IEP) or by guidelines provided by the State.

No student identified as possessing limited English speaking ability shall be required to participate in an assessment program in a language other than his/her native language, but any such student shall be allowed to participate on the request of his/her parent and the recommendation of his/her classroom teacher.

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

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

The District shall administer the complete Michigan Merit Examination to a student only once and shall not administer the complete Michigan Merit Examination to the same student more than once. If a student does not take the complete Michigan Merit Examination in grade 11, the District shall administer the complete Michigan Merit Examination to the student in grade 12. If a student chooses to retake the college entrance examination component of the Michigan Merit Examination, the student may do so through the provider of the college entrance examination component and the cost of the retake is the responsibility of the student unless all of the following are met:

- A. the student has taken the complete Michigan Merit Examination
- B. the student did not qualify for a Michigan promise grant based on the student's performance on the complete Michigan Merit Examination
- C. the student meets the Federal income eligibility criteria for free breakfast, lunch, or milk

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- D. the student has applied to the provider of the college entrance examination component for a scholarship or fee waiver to cover the cost of the retake and that application has been denied

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

In addition to the testing programs, the Superintendent shall develop administrative guidelines whereby a portfolio is developed and maintained for each student.

M.C.L.A. 380.1279g, 390.1451 et seq., 380.1280b
A.C. Rule 340.1101 et seq.
MEAP Test Administration Manuals

Revised 7/98
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