



Ford Administration  
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223  
www.hazelparkschools.org

**Agenda**

**Special Board of Education Workshop**

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

March 4, 2024

5:00 PM

**LOCATION AND FORMAT:** The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

A. Safety

2

B. Michigan Policy Changes

PUBLIC COMMENT

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

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

# Hazel Park Schools

## Threat Assessments and Safety Protocols

2





Navigate 360 is used by more than 35,000 schools, 5,000 law enforcement agencies and 4,400 businesses nationwide to help organizations prepare and respond in ways proven to save lives and help communities thrive.



### How does Behavioral Threat & Suicide Case Management help maximize student opportunities?

Behavioral Threat & Suicide Case Management provides a case management system that accurately and consistently aligns to nationally recognized behavioral threat assessment methodologies and suicide risk screening models. This gives teams confidence to help students in need with a guided process to improve objectivity and document every case consistently.

### Does Behavioral Threat & Suicide Case Management ensure fidelity, equity & compliance?

YES! The Behavioral Threat & Suicide Case Management platform is all-encompassing violence prevention technology. The strategies and models developed by world-renowned experts are embedded for high-fidelity assessments throughout your district.

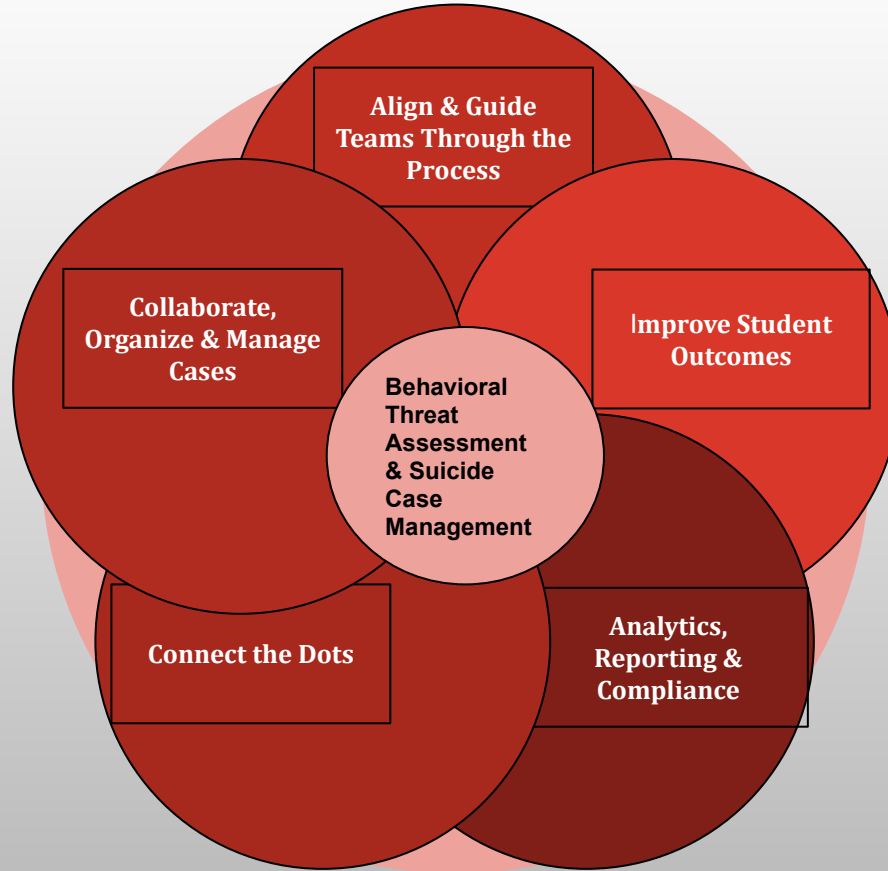
### What makes Navigate360 unique compared to other companies that offer similar products?

Navigate360 is the leader in holistic school safety and wellness solutions. Our revolutionary model spans the full spectrum of safety, including threat detection and prevention, mental health and wellness, and safety management and preparedness – backed by research and developed by industry experts. We provide the tools necessary to save and enhance lives.

- We provide the most comprehensive solution for managing every aspect of behavioral risk and threat detection and prevention
- Designed by subject matter experts and best practices and supported by implementation expertise
- 360-degree visibility: What you know can save a life

**Full  
Implementation  
2022-2023  
2023-2024**

**All School  
Counselors  
Trained**



**All School  
Social Workers  
Trained**

**All  
Administrators  
Trained**

## Step One:

Respond to incidents/reports that present an imminent threat immediately and remove the student warranted.

- Notify the Building **Building Safety Team** and **Superintendent**
  - administrator/s, school social worker/s, psychologist, teacher/s, school resource officer/secretary
- Special Education/504 Plan: Notify **Executive Director of Student Services** and caseload provider, assigned ancillary staff, district nurse

# Step Two:

## Screen Case to Determine:

- (a) whether an imminent threat or danger to a school or persons within a school exists
  - *Search Student/Student Belongings*
  - *Search Student Locker*
  - *Search Technology*
- (b) to determine if there is a need to conduct a full threat assessment inquiry or investigation.
- Contact Parent/Legal Guardian: Date/Time/Person
- Disclose the Incident and Plan to Assess
- Screen Case - Determine if a Full Assessment is needed.

# Step Three:

## Gather Information

- Assign Tasks
  - SSW:
  - Counselor:
  - Teacher:
  - Administrator:
  - Secretary:
  - District Nurse:
  - School Resource Officer:
- Input Information Obtained

# Step Four:

## Analyze Information

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Motive</li><li>• Communications</li><li>• Inappropriate Interests</li><li>• Planning</li><li>• Capacity</li></ul> | <ul style="list-style-type: none"><li>• Desperation/Despair</li><li>• Protective Factors</li><li>• Violence</li><li>• Consistency</li><li>• Concerned Others</li></ul> |
|---|--|

# Step Five:

- Complete SWIS Form and Input
  - Input Behavior + Behavior MiStar
  - Consequence
  - Complete Safety/Risk Notification Form
  - Contact Parent/Legal Guardian
    - *Arrange for immediate student pick up (if appropriate)*
    - *Parent/legal guardian must meet with administrative team and participate in Threat Assessment*
    - *Parent/legal guardian must be provided Safety/Risk Notification Form \*On-site signature required*
- [Safety Risk Case Notification Form](#)

## *If THREAT is followed by disciplinary action:*

- Complete Mitigating Factors
- **Complete Suspension Letter and provide to parent**
  - Special Education/504 Plan
    - Provide Procedural Safeguards
    - Ensure student has school device and access to Online Classroom Platform OR paper copies of classroom assignments.
    - **Caseload provider to follow up with student via phone contact every 3 days - log in MiStar visits**
    - Schedule Manifestation Determination Review (MDR) and provide Invitation (MiStar) [Mandatory **Team Members: parent, administrator, psychologist, social worker, general education teacher, special education caseload provider, ancillary team members as necessary**)]
- Upload into FILES: NTAC
- Copy **ALL** Documents - Retain in a separate file
- Building Administrator: Update Superintendent and/or Executive Director of Student Services
- Superintendent/Executive Director of Student Services: Contact for notification to school community \*Director of Communications (if applicable)
- Building Administrator: Contact maintenance personnel \*Supervisor of Custodial and Maintenance (if applicable)
- Building Administrator: Building staff notification (if applicable)
- Building Administrator: Notify Latchkey Director (if applicable)
- Building Administrator: Notify Athletic Director - Coaches/ID Badge (if applicable)

# Step Six

## Case Management Plan

<p><b>Select Resources:</b></p> <ul style="list-style-type: none"> <li>● Address the person of concern</li> <li>● Protect/Support target</li> <li>● Establish boundaries</li> <li>● Provide support/monitor person of concern</li> <li>● Build skills, relationships, resilience</li> <li>● Involve law enforcement</li> <li>● Modify environmental factors</li> <li>● Consider and plan for potential impact of precipitating events</li> </ul>	<p><b>Assign Tasks:</b> <b><u>Upload each task with document into NTAC</u></b></p> <ul style="list-style-type: none"> <li>● Community Agency →             <ul style="list-style-type: none"> <li>● Plan→</li> <li>● Release of Information→</li> </ul> </li> <li>● Functional Behavioral Assessment→</li> <li>● Behavior Intervention Plan→             <ul style="list-style-type: none"> <li>● Monitoring Tool→</li> </ul> </li> <li>● Reassessment→             <ul style="list-style-type: none"> <li>● Calendar Invites→</li> <li>**Invite all Team Members</li> </ul> </li> </ul>	<p><b>Input Information:</b> <b><u>Responsible Team Member</u></b></p> <p>→School Social Worker/Parent</p> <ul style="list-style-type: none"> <li>● →School Social Worker</li> <li>● →School Social Worker</li> </ul> <p>→District Psychologist/Parent</p> <p>→Administrator, <u>Parent</u>, GE Teacher, SSW, Psychologist *Caseload Provider, Ancillary as appropriate, District Nurse</p> <p>→School Social Worker/Teacher</p> <p>→School Social Worker</p> <ul style="list-style-type: none"> <li>● School Social Worker</li> </ul>
--	--	--

# District Resources

- School Social Workers in all schools
  - School Counselors: HPJH and HPHS
- Collaborative partnership with Easter Seals
  - Home-based and School-based Therapy
- Ascension Health Center - Mental Health Services
  - HPHS
- TRAILS: Tier 1, Tier 2, Tier 3 Training
- SWIS Behavior Tracking
- ASPIRE - Oakland Schools - District Service Request
  - Day Treatment Program
- PBIS
  - All Schools

# Discipline: reactive responses

Building based

Fights or drugs come before the superintendent

CARE room at Advantage intermediate option

Review student discipline, attendance, grades , past history

Decision is made in collaboration with Alternative Administration and building administration.

# Discipline : Reactive

## Section 7. Levels of Discipline.

The Board recognizes that exclusion from the educational programs of the District for disciplinary purposes is a serious sanction. The following levels of discipline are permitted in the District.

Emergency Removal: A student may be removed from any class, subject, or activity for up to one (1) day by the student's teacher for certain conduct as specified in the Student Code of Conduct pursuant to MCL §380.1309. A student so removed will be allowed to attend other classes taught by other teachers during the term of the one (1) day removal. 13

Suspension: The Superintendent, the Superintendent's designee, or a building administrator may suspend a student for a period of up to sixty (60) days. Ordinarily a suspension will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Expulsion of 180 days or Less: The Superintendent, the Superintendent's designee, or a building administrator may expel a student for not less than 61 days nor more than 180 days. Ordinarily an expulsion will be imposed by a building administrator. An appeal process shall be described in the Student Code of Conduct.

Permanent Expulsion or Expulsion of Greater Than 180 Days: Only the Superintendent or the Superintendent's designee may permanently expel a student or expel a student for greater than 180 days. An appeal process is described in this policy.

Removal of a Student From School Pending Investigation or Provision of Due Process. When an administrator deems it necessary, the administrator may remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary



# Expulsion

1. to complete the investigation of an alleged infraction or incident, or
2. to defuse a situation that could become worse without such removal, or
3. in unusual circumstances, to permit the student to be accorded due process, as defined in this policy, which shall be accorded as soon as possible thereafter, or
4. for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident may result in disciplinary action. If the infraction or incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

## **Section 8. Due Process.**

14

The Board recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. The due process to be accorded students is as follows:

Students subject to suspensions greater than 10 days or expulsions of 180 days or less. Except in emergency situations, prior to the implementation of a suspension or expulsion a student must be given oral or written notice of the charges against him or her, a summary of the evidence supporting the charges, and, if the student denies the charges, the opportunity to be heard and to respond to the charges. When such suspension or expulsion has occurred, notice and opportunity to respond shall occur as soon as reasonably possible. The building administrator shall provide the student an opportunity to be heard and shall be responsible for making the suspension decision.

Students subject to permanent expulsion or expulsion greater than 180 days. Prior to the imposition of a permanent expulsion or an expulsion of greater than 180 days, a student and the student's parent or guardian must be given written notice of the intention to permanently expel or expel for more than 180 days, a summary of the evidence supporting the expulsion, and notice that the Superintendent or designee shall conduct a hearing to determine whether to accept the recommendation for expulsion. The student and the student's parent or guardian must also be provided a brief description of the student's rights and of the hearing procedure. The Superintendent shall establish guidelines in the Student Code of Conduct governing the procedure to be followed in the hearing to determine whether the expulsion shall be implemented.

# Expulsion

## Section 9. Considerations Prior to Imposition of Discipline.

In accordance with state law, and except as specifically provided in this policy, before a student may be suspended, expelled or permanently expelled, the District administrators making the disciplinary decision shall consider each of the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student is a student with a disability;
4. the seriousness of the violation or behavior committed by the student;
5. whether the violation or behavior committed by the student threatened the safety of any student or staff member;
6. whether restorative practices will be used to address the violation or behavior committed by the student; and
7. whether a lesser intervention would properly address the violation or behavior committed by the student.

15

The fact that consideration of these factors has occurred shall be documented in the record of the disciplinary decision. The Superintendent shall develop an appropriate checklist to be used to document consideration of these factors.

Whether student misconduct shall result in discipline, and the level of discipline to be imposed, shall be within the discretion of the Superintendent and designees, including administration of the respective school buildings. In the exercise of this discretion, there is a rebuttable presumption that a suspension, expulsion or permanent expulsion is not justified unless administration can demonstrate that it considered each of the factors listed above. The obligation to consider these factors shall not apply to a student being permanently expelled under state law for possessing a firearm in a weapon-free school zone.

The District shall consider using restorative practices as an alternative or in addition to suspension or expulsion of a student. The obligation to consider restorative practices shall not apply to a mandatory permanent expulsion for possession of a firearm in a weapon-free school zone. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct. The Superintendent shall establish procedures for the use of restorative practices within the District.

# Expulsion

## Section 10. Appeal of the Imposition of Discipline.

A student may appeal a suspension greater than 10 days or an expulsion of 180 days or less to the Superintendent or designee. The Student Code of Conduct shall identify the process to be used for such appeals. The decision of the Superintendent or designee shall be final.

A student may appeal a permanent expulsion or an expulsion of greater than 180 days to the Board of Education in accordance with the following procedures:

- A. Such expulsion may be appealed to the Board by the student or parent by filing with the Superintendent's office a written request for appeal within fifteen (15) school days after mailing of the notice of such expulsion. The Board shall hear the appeal within a reasonable time at a special meeting called for such purpose. If no such appeal is timely requested, the expulsion shall be deemed final.
- B. Upon receipt of an appeal to the Board, the Superintendent shall provide the student or parent with a written notice that appeals to the Board shall be conducted in accordance with the rules and procedures described below.
- C. The principal, Board attorney, and any other resource persons that the Board President deems appropriate may be present at the Board hearing. Only members of the Board shall have a vote in determining the appeal.
- D. Pursuant to the Open Meetings Act, the hearing before the Board shall be closed to the public at the request of the student or parent(s).
- E. Although a hearing to consider the appeal of a permanent expulsion or expulsion greater than 180 days is subject to due process and may have some similarities to a court proceeding, it is not conducted in a court of law and court rules are not applicable. The Board President or presiding officer shall determine any procedural questions that arise during the hearing.
- F. At the hearing, the principal or other administrator shall first present to the Board the facts of the case and the basis for the discipline. Thereafter, the student (and/or the student's representative and parent(s)) may comment upon the facts as stated by the principal, and may present the basis of the appeal. Board members and other participants in the hearing may ask questions of witnesses.

# Expulsion

G. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable, or remand the matter to the Superintendent to impose a consequence less than permanent expulsion; or
3. affirm the expulsion.

H. The Board shall decide the appeal within a reasonable time. The Board Secretary shall promptly notify the appealing party of the Board's decision in writing. The Board's decision shall be final.

17

## **Section 11. Reinstatement Following Permanent Expulsion.**

A student who has been permanently expelled from school in the District may apply for reinstatement in accordance with the following guidelines:

- A. If the student is in grade 5 or below at the time of the permanent expulsion, the parents or legal guardian may submit a request for reinstatement after sixty (60) school days from the date of expulsion, but the student may not be reinstated before ninety (90) school days from the expulsion date.
- B. If the student is in grade 6 or above at the time of the permanent expulsion, the parents, legal guardian, the adult student, or the emancipated minor may submit a request for reinstatement after 150 school days from the date of the expulsion, but the student may not be reinstated before 180 school days from the expulsion date.
- C. The Superintendent or designee shall, within ten (10) school days after receiving the request, submit the request together with any other information he or she deems pertinent to the requested reinstatement, to a Board-appointed committee consisting of two (2) Board members, a District administrator, a teacher, and a parent of a District student.

# Expulsion

D. The committee shall, within ten (10) school days after being appointed, review all pertinent information, and submit its recommendation to the Board. The recommendation may be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, based on the committee's consideration of:

1. the extent to which reinstatement would create a risk of harm to students or school personnel;
2. the extent to which reinstatement would create a risk of District or individual liability for the Board or District personnel;
3. the age and maturity of the student;
4. the student's school record before the expulsion incident;
5. the student's attitude concerning the expulsion incident;
6. the student's behavior since the expulsion and the prospects for remediation;
7. if the request was filed by a parent, the degree of cooperation and support the parent has provided and will provide if the student is reinstated, including, but not limited to the parent's receptiveness toward possible conditions placed on the reinstatement. Such conditions may, as an example, include a written agreement by the student and/or a parent who filed the reinstatement request to:
  - a. abide by a behavior contract which may involve the student, his/her parents, and an outside agency;
  - b. participate in an anger management program or other counseling activities;
  - c. cooperate in processing and discussing periodic progress reviews;
  - d. meet other conditions deemed appropriate by the committee;
  - e. accept the consequences for not fulfilling the agreed-upon conditions.

The committee may also allow the parent, adult student, or emancipated minor to propose conditions as part of the request for reinstatement.

# Expulsion

E. In the event a student who has been permanently expelled from another school district requests admission to this District, the Board shall, in making its decision, rely upon the recommendation of the Superintendent.

F. The Board may:

1. set aside the expulsion and reinstate the student with or without any limiting conditions;
2. reduce the expulsion to a suspension or expulsion of 180 days or less with any conditions the Board deems advisable under the circumstances;
3. affirm the expulsion.

19

G. The Board shall make its decision no later than the next regular Board meeting following the committee's submission of its recommendations. The Board's decision shall be final and not subject to appeal.

# Board Policies Non-discrimination

- **Article III Section 18. Non-discrimination.**
- The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes, including, without limitation, Title IX of the Civil Rights Act of 1964.
- The Superintendent shall designate not less than two compliance officers responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination or harassment. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.
- The Superintendent shall develop and implement administrative guidelines to enforce this policy.

# Board Policies : Student Discrimination and Harassment

## Article IV Section 12. Student Discrimination and Harassment.

- The District is committed to maintaining a learning environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment (see specific requirements below) is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes. Discrimination, retaliation and harassment are prohibited whether occurring at school, on District property, in a District vehicle, or at any District-related activity or event.

# Board Policies : Non-Discrimination

- Article V Section 2
- The District shall not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or gender expression, age, religion, height, weight, marital or family status, disability, military status, genetic information, or any other legally protected category in its programs and activities, including employment. Sexual harassment is a form of sex discrimination, and shall likewise not be permitted with respect to students or employees. The District shall not retaliate against a person who reports or opposes improper discrimination or retaliation. The District shall fully comply with all applicable federal and state civil rights statutes.

# Board Policies : Removal

- Public Act 103 of 2023 , among other things, repealed the statutory provision , MCL, 388.1766, which required discipline of any board member , school official or District employee who refers a student for an abortion or aids a student in receiving an abortion. As a result , Policy III-26 is revised by removing the last sentence.

23

## **Section 26. Compliance with Michigan Sex Education Statute.**

The District shall comply with the requirements of MCL §380.1507, dealing with instruction in sex education and related subjects.

# Board Policies : Staffing, Assignment, Layoff, and Recall

## Article V section 14

- Staffing, assignment, layoff and recall of teachers working for the District, as defined under Section 1249 of the Revised School Code, MCL 380.1249, shall be consistent with Section 1248 of the Revised School Code, MCL 380.1248, the Teacher Tenure Act, and other applicable state law. All personnel decisions regarding staffing, assignment, layoff and recall of such teachers, including filling a vacancy, placing a teacher in a classroom, or conducting a staffing or program reduction or any other personnel determination resulting in the elimination of a teaching position, shall be made based on the following factors:
  - a. Effectiveness as measured under the performance evaluation system prescribed by Section 1249 of the Revised School Code, MCL 380.1249;
  - b. The teacher's length of service in a grade level or subject area, and recency of such service;
  - c. The teacher's disciplinary record;
  - d. Significant, relevant accomplishments and contributions above normal expectations of the teacher's peer group and/or a demonstrated record of exceptional performance;
  - e. Relevant specialized training (beyond District or state requirements) and the demonstrated integration of that training into instruction in a meaningful way; 24
  - f. The teacher's attendance (excluding absences subject to the Family Medical Leave Act or as "reasonable accommodations" pursuant to the Americans with Disabilities Act);
  - g. The academic needs and interests of District students;
  - h. Considerations of maintaining consistency of instruction in, and/or not disrupting, a current class or program; and
  - i. The best interests of the District's educational program; for example, where the disadvantages, drawbacks and/or difficulties that would result from a teacher transferring from one class or program to another would outweigh the advantages or benefits to the overall educational program from such a transfer (e.g., where it would be difficult to fill the vacancy created by such transfer).

# Board Policies : Staffing Assignment and Layoff

## Article V section 14

- Length of service or tenure status may be a consideration in any personnel decisions where the factors listed above are equal. The Superintendent may identify additional job-related tiebreakers related to effectiveness to be utilized before considering length of service or tenure status. The Superintendent shall make personnel decisions based upon the factors above. The decision of the Superintendent shall be final, subject to applicable collective bargaining agreements.
- A teacher who has received an end of the year performance review rating of “Ineffective/Needs Support” shall not be given preference that would result in that teacher being retained over another teacher who received an end of the year performance rating that is higher than “Ineffective/Needs Support.”
- A teacher on an individualized improvement plan (IDP) related to performance issues shall be taken into consideration in evaluating a teacher’s effectiveness under the performance evaluation system prescribed by Section 1249 of the Revised School Code.
- "Vacancy" shall mean and include any unoccupied position to be filled by the Board, after all other positions have been filled by District assignments, voluntary and involuntary transfers, job sharing, and/or recalls, in the manner and to the extent determined by the District as appropriate, and which vacancy is posted in a manner by the District seeking applicants; a “vacancy” shall not include a position which is unfilled due to the leave of absence of a teacher for less than a full school year and the teacher is expected to return to the position following the leave of absence.

# Board Policies : Staffing

## Article V Section 15

Subject to any applicable collective bargaining agreements, individual employment contracts, or applicable laws, rules or regulations, the Superintendent has the sole discretion regarding the staffing, assignment, placement, layoff and recall of all administrators and staff other than teachers as defined under Section 1249 of the Revised School Code, MCL 380.1249.

# District Policies : Performance Evaluations

## Article V section 16

Teachers and administrators shall be evaluated in accordance with state law using one of the evaluation tools allowable by the Michigan Department of Education. The goal of the evaluation system is to improve teacher and administrator work performance and promote and support professional growth. Those teachers and administrators who are rated less than “effective” shall be addressed in the manner prescribed by law. Evaluations shall be used as a factor in staffing, placement, layoff and recall decisions as required and/or permitted by state law. Evaluators of teachers and administrators shall be provided training in accordance with state law.

Non-administrators and staff other than probationary and tenured teachers shall be evaluated in accordance with the evaluation process and procedures developed by the Human Resources Department and approved by the Superintendent, or where applicable, as negotiated in the collective bargaining agreements, or in an individual’s employment contract with the District.

# Board Policies : Generative Artificial Intelligence Use policy

## Article VII section 17

Generative artificial intelligence (GenAI) is a type of artificial intelligence that allows users to input prompts that generate text, images, sound, video and other media. GenAI tools include Open AI's ChatGPT, DALL-E2, Google's Vertex AI, Microsoft Copilot and others. While there are appropriate uses of GenAI, it may also be misused or may interfere with learning. This policy explains the appropriate student-uses of GenAI as well as the prohibited uses of GenAI for schoolwork. As always, students are responsible for following classroom rules and teachers' directions when completing graded assignments and other work.

### **Acceptable uses of GenAI.**

A student may use GenAI:

- When a teacher gives the student express permission to use GenAI tools to generate ideas, text, other materials, or media, and then only for that assignment.
- 

- When authorized as part of the student's Individualized Education Program (IEP).
- Other times as directed or permitted by the student's teacher.

### **Prohibited uses of GenAI.**

A student may not use GenAI:

- When critical thinking or original work is required.
- When taking a "closed book" test or quiz.
- When claiming the GenAI content as the student's own, or when using GenAI tools to cheat or commit other forms of academic dishonesty.
- When using GenAI tools, including image or voice generator technology, to violate other District rules or policies.

28

### **Suspected and Substantiated Violations.**

Academic honesty is very important and expected in all student learning activities in the District. For these reasons, administration and staff may utilize plagiarism and AI detection software to review student work. Any suspected violation of this policy will be reviewed. Violations of this policy will be treated as academic dishonesty, and will result in consequences under either the "cheating" or "plagiarism" sections of the Student Code of Conduct.

# Other discussion with the Union

- Union Shop Dues and Collections ( House Bill 4233 & House Bill 4357)
- Third Party Contracts for Non Instructional Services ( House Bill 4356)
- Wage and Benefit Freeze ( House Bill 4044)
- Policies and Procedures ( House Bill 4354)
- Seniority- based placement ( House Bill 4820)

# Prohibited Subjects

- Policyholder status
- School year start date
- School improvement committee composition
- Open enrollment decisions
- PSA authorizing body
- Volunteers
- Experimental and pilot programs
- Strike penalties