



Shiawassee
Regional Education Service District

SRES D Early College and Dual Enrollment Program Policies

Student Handbook 2023-2024

Shiawassee RESD Nondiscrimination Policy

It is the policy of the Shiawassee Regional Education Service District (RES D) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Assistant Superintendent for Special Education, 1025 N. Shiawassee Street, Corunna, MI, 48817, or call (989) 743-3471

SRESD ADMINISTRATION

David Schulte, Superintendent

Trent Toney, Assistant Superintendent/Director of Special Education/Title IX Coordinator

Charmian Fletcher, Associate Superintendent for 21st Century Learning/CTE Director

SRESD EARLY COLLEGE/DUAL ENROLLMENT STAFF

Lora Phelps, Early College/Dual Enrollment Coordinator- phelps@sresd.org

Kelsee Gewirtz, Academic Success Coach- gewirtz@sresd.org

Brandi Brown, Enrollment Coordinator- brownb@sresd.org

SCHOOL INFORMATION

Shiawassee Regional Education Service District

1025 N. Shiawassee

Corunna, MI 48817

989-743-3471

www.sresd.org

Welcome to Shiawassee RESD Early College and Dual Enrollment Program

The Shiawassee Regional Education Service District (SRES D) is excited to welcome new and returning students to our SRES D Early College and Dual Enrollment Programs. The Shiawassee Early College Program (SECP) and Dual Enrollment Program allows students to earn college credits while also working towards their high school diploma. The program is offered through a collaboration between Byron Area Schools, Corunna Public Schools, Durand Area Schools, Laingsburg Community Schools, New Lothrop Area Public Schools, Morrice Area Schools, Owosso Public Schools, Perry Public Schools, Lansing Community College, Mott Community College, Baker College of Owosso, University of Michigan-Flint, and the SRES D. This handbook has been prepared to inform students of the program benefits, standard rules and program procedures. In general, our rules and policies are derived from the values of respect, courtesy and safety.

What is the Shiawassee Early College Program?

The Shiawassee Early College Program (SECP) is a Michigan Department of Education approved three-year program that allows selected students to extend high school by one year in order to earn both their high school diploma and up to 60 college credits. Our current post-secondary partners include: Lansing Community College, Mott Community College, Baker College of Owosso, and University of Michigan-Flint. Students in the SECP will follow a prescribed program of study, with classes being offered online, in-person, or a hybrid format. The SECP program will provide students an opportunity to earn college and high school credit at the same time. The students' college grades may become part of their permanent college transcript.

Student who complete the three-year program will earn one or more of the following:

- 60 transferrable college credits
- Associate degree
- A professional certification*
- Michigan Early Middle College Association (MEMCA) technical certificate (see requirements on page 5)
- Participation in a Department of Labor registered apprenticeship

*A professional certification is any certificate or industry recognized credential in which the pupil prepared for by taking course work provided by a Michigan public or private college or university

What is Dual Enrollment?

Dual Enrollment through the Shiawassee RESD is a supplement to a student's high school experience. Students are eligible to take college courses their junior and/or senior years of high school. Our current post-secondary partners for dual Enrollment include Lansing Community College, Mott Community College, and Baker College. Classes are offered in an online, in-person, or a hybrid format.

General Information

How to Apply

Information will be presented to students and parents/guardians during the 10th grade year. All grade 10 students with a grade point average (GPA) of 2.0 or higher are eligible to apply for the SECP or Dual Enrollment program. Applications will be available online via a Google Form before winter break.

Participant Acceptance

Applicants for Early College will be approved by high school counselors, the Early College/Dual Enrollment Coordinator and Shiawassee RESD staff, and local district administration. Applicants must also participate in the Early College interview process with the SRESD. The applicant must meet the 2.0 GPA and the admissions requirements for the selected college. See below:

- Baker College: minimum 2.5 GPA
- Lansing Community College: minimum 2.0 GPA
- Mott Community College: minimum 2.5 GPA
- University of Michigan-Flint: minimum 3.0 GPA

Students applying for Dual Enrollment must meet minimum GPA requirements of the partner institution, obtain a recommendation from their high school counselor, and receive local district administration support before being approved.

Additionally, in order to enroll in college courses, students must meet the college readiness placement levels for their selected institution. PSAT/SAT scores, high school GPA, and if needed, an Accuplacer Test will be required to establish placement levels and determine if the student is prepared for college-level coursework. If a student does not meet required placement levels, they may defer taking courses until the following semester or year if they then meet the placement levels.

Participation Requirements

- Students must meet all admissions requirements prior at the time of application
- Students must attend a college and SRESD orientation before grade 11
- SECP students must successfully complete at least one college course during grade 12 in order to continue into the 5th year.

Tuition/Fees

As part of the Early College/Dual Enrollment Program, students are not required to pay tuition, fees, material, or book costs. Local districts determine the financial responsibility for students that withdraw, repeat, or fail a college course.

Computers

Students will have laptops available to them each semester to ensure access to online coursework and any software necessary to complete the college courses. Students will be issued a laptop during the fall semester and should return it upon the completion of the spring semester. This allows for updates to be completed over the summer by the SRESD technology department. Another laptop will again be issued in the fall. Students/families may incur charges based on the SRESD Mobile

Device Policy Agreement if the device is not returned in proper working condition or is not returned by the posted deadline.

Textbooks and Materials

All textbooks/course materials will be provided to students at no cost while participating in the Early College/Dual Enrollment program. Students will be responsible for returning all textbooks in good condition at the completion of the course. Damaged or missing textbooks may be charged to the student/family at the replacement rate.

Calculators are available to check out if needed for course content. These should be returned in the same working condition to avoid charges.

Baker College

SECP students enrolled at Baker College must select one of the following programs:

- Business Administration
- Criminal Justice
- Early Childhood Education
- Medical
- Information Technology
- Human Services
- Psychology

Lansing Community College/Mott Community College/University of Michigan-Flint

SECP students enrolled at LCC/MCC/UM-Flint will be taking courses within a selected program of study with the goal of completing up to 60 college credits. Courses may be taken to complete an associate degree or general education courses leading to the completion of a bachelor's degree following participation in the Early College/Dual Enrollment program.

Course Content

Course content is determined by the partner institution. All courses are instructed by college faculty at the college level. Mature content may be included as part of class discussions and curriculum.

MEMCA Technical Certificate Requirements

To receive a MEMCA certificate, an SECP student must complete the following:

- The Michigan Merit Curriculum (MMC)
- A minimum of 15 non-remedial college credits
- The member school's MEMCA approved College Readiness Curriculum
- And one (1) of the following options:
 - 100 hours of verified community service
 - A minimum of 40 hours of verified career exploration, internship, job shadowing or clinical experience, or a combination of the two that equals 70+ hours

Class Selection/Scheduling

Each Early College and Dual Enrollment student will meet with an Early College/Dual Enrollment staff member at least once per semester to select courses and ensure they are following their Program of Study. Students will be required to submit their signed Program of Study to the Early College/Dual Enrollment Coordinator twice per year. SECP Students in their 13th/5th year are strongly encouraged to meet with a post-secondary academic advisor at their selected partner institution in addition to an SRES D staff member. Class schedules cannot be changed if less than 14 days prior to the start of the term unless there are extenuating circumstances.

Program Structure

A typical Early College Program through our community college partners is structured as follows:

11th Grade

Fall Course	# of Credits	Spring Course	# of Credits
(Social Science/SS)	3-4	(Humanities/FA)	3-4
		TOTAL	6-8

12th Grade

Fall Course(s)	# of Credits	Spring Course(s)	# of Credits
(Composition I)	3-4	(Composition II)	3-4
(Humanities/FA)	3-4	(Natural Science)	3-4
		TOTAL	12-16

5th Year

- During your fifth year you must take 12-15 credit hours per semester.
- You must take one math class to complete your high school graduation requirement (Typically College Algebra* (or higher-level math) or Introduction to Statistics*)

Fall Course(s)	# of Credits	Spring Course(s)	# of Credits
(College Math)	3-4	(Program Course)	3-4
(Social Science)	3-4	(Program Course)	3-4
(Natural Science w/Lab)	3-4	(Program Course)	3-4
(Program Course)	3-4	(Program Course)	3-4
(Optional Course)	3	(Optional Course)	3
		TOTAL	Up to 32

** This sample Program of Study is a guide; an individual sequence of courses will be developed for each student and is subject to change by student readiness, course availability, and local school district policy. Students may receive special permissions from their high school to take three college courses during senior year (if local districts allow) only after having successfully completed college coursework with a 3.0 overall GPA.*

Programs offered through Baker College and University of Michigan-Flint may differ than the sample listed above.

College Readiness Curriculum

As required by the Michigan Department of Education, all Early College Students must also participate in college readiness programming through the SECP. Students will be required to attend monthly meetings at the SRES D College and Career Readiness Center in Vernon. These meetings will provide information and resources to be a successful college student, future college and career pathway info, communication etiquette, and more. Dates will be provided in advance of the academic year to ensure proper planning. Students who have unexcused absences from the monthly meetings may be placed on academic probation at the SECP's discretion.

Attendance

In order to carry out an effective attendance policy, students must have good attendance at high school as well as college. Attendance policies will be enforced by the local high schools as well as the partner institutions. The Early College/Dual Enrollment Coordinator will provide support for students; however, it is the responsibility of the student to notify professors if there is a conflict that will result in a student missing class.

College Calendar Conflicts

Students should be aware that college and high school calendars do not match. If your local district is off and college is in session you are expected to attend your college class. Spring break weeks will differ. You need to make arrangements in advance with your instructor if you will be absent/unavailable.

College Transcript

Student grades will be recorded on their college transcript and can affect future enrollment, financial aid, and scholarship opportunities. Be advised these grades are permanent records for high school and college transcripts, however while successfully transitioning out of the Early College program, students are considered incoming freshman at most post-secondary institutions.

Transportation

Arrangements for transportation are the responsibility of the student and parent/guardian.

Resources/Activities

Students will have full access to all resources provided by our partner institutions including counseling, tutoring, clubs, the writing center, and academic advising and many others. Students are encouraged to utilize the tutoring center as needed, prior to having difficulties in class. Early College students are not eligible to participate in interscholastic athletic programs but are encouraged to join clubs and engage in the activities with their partner institution.

School Closing Policy

Colleges typically do not have snow days. On days in which class cannot be held in person due to weather conditions, please check for online notifications from your college instructor regarding work that you must complete.

The SRES D will communicate program closings and other important messages via the Remind app. In addition, school closing announcements are made on local radio station and television stations and the RES D website, www.sresd.org.

Discipline

Students enrolled in the SECP or Dual Enrollment Program will follow the rules and guidelines as established from their high school, the SRES D, Lansing Community College, Mott Community College, Baker College, and University of Michigan-Flint. Proper behavior is expected while in high school, at any SRES D building, and on the campus of any of our partner institutions. Specific guidelines for the SRES D College and Career Readiness Center include:

- Students must enter/exit through front door and sign in/out if outside of designated start/end time of sessions,
- Park in open places on side of building or lot across the street NOT in front of building, and
- Students must obtain staff permission before using RES D equipment or space inside or outside the building.

Failure to treat SRES D staff, students, or property with respect may lead to discipline up to and including the loss of the privilege to be onsite at The College and Career Readiness Center

Academic Probation Policy

SRES D requires students to remain in good academic standing in our programs. When a student fails to meet the academic requirements, the student may be placed on Academic Probation.

If a student has met at least one of the following (but not all-inclusive standards), they will be placed on SRES D Academic Probation:

- Student overall GPA falls below 2.0,
- Student withdraws from a course after the drop deadline established by the partner institution, resulting in a “W” grade,
- Student receives less than a 2.0 GPA in one or more of their courses in a single semester,
- Student is administratively dropped from a course by the college due to lack of attendance/participation,
- Student falls below a 2.0 GPA during the semester, has multiple missing assignments, or other criteria leading to an Academic Alert from the Academic Success Coach, and/or
- Other criteria as deemed by the Early College/Dual Enrollment Coordinator, high school counselor, or high school principal, based on the SRES D Early College/Dual Enrollment Handbook.

Academic Probation Procedure

Once a student is placed on academic probation, the Academic Success Coach will request a meeting with the student, parent/guardian, and school counselor. Together, an [Academic Success Agreement](#) (ASA) will be created and signed. Each ASA is created to aid in the probability of academic success for each student. If a student is placed on academic probation, they will be reduced to one course the following semester, unless they are in their 13th/5th year. Students in the final year of the SECP will develop a plan to ensure success in the SECP and completion of all MMC requirements to receive their high school diploma.

To be removed from Academic Probation, the student must meet the criteria listed below:

- Earn a 2.0 GPA or higher in the course,
- Fulfill the requirements established in the ASA between the student and success coach,

- Communicate as required by the Academic Success Coach and high school counselor for progress checks,
- Meet the academic requirements of Baker College, Lansing Community College, Mott Community College, or University of Michigan-Flint, and
- Earn an overall college GPA of 2.0 or higher at the end of the next semester.

If after the probationary period is over, and the student still has failed to meet the requirements set forth by the SRES D, that student will be dismissed and transitioned out of the program and return full-time to their high school; the local district will determine any financial responsibilities the student may have. The college also reserves the right to dismiss a student based on any violation of college policy (refer to individual college policy handbooks).

Withdraw Policy

Once a student is registered in a course, they may not withdraw from that course without contacting their high school counselor, Early College/Dual Enrollment Coordinator, and Academic Success Coach. After evaluating the student's status in the course, we will make a recommendation whether to withdraw or create an ASA for the remainder of the term. If a student opts to withdraw, we must have high school counselor and parent/guardian approval. If a student withdraws from a course after the semester start date, the high school and/or student may be responsible for the cost and be placed on academic probation with SRES D. Depending on local district policies, withdrawing from a college course may result in an "F" grade on the high school transcript. SRES D will not cover the cost of the tuition, registration fees, or books for classes that are dropped.

Failed Courses

Students who fail a college course will be placed on SRES D academic probation. A grade below a 2.0 or C is considered failing. In addition to the probation policies for SRES D, the student may be financially responsible for repaying any costs to their school district associated with the failed class – i.e.: tuition, books, registration fees, technology fees, and required supplies. Please consult with your local district regarding their Early College/Dual Enrollment policies and academic achievement requirements.

Student Privacy – FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides for the confidentiality of student education records. Institutions may not disclose information about students nor permit inspections of their records without the student's written permission, unless such action is covered by certain exceptions as stipulated in the Act.

The Early College/Dual Enrollment Program will follow all the appropriate FERPA laws as they pertain to student privacy. Students wishing to authorize release of their record will need to fill out the Consent for Access to Student Records Form as part of the Application Packet. If you wish to revoke a previous authorization, you should complete a FERPA Retraction Form with your partner institution.

Any parent or student who believes that the School District has failed to comply with the Family Education Rights and Privacy Act ("FERPA") or the Protection of Pupil Rights Amendment ("PPRA"), may file a complaint directly with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

**BOARD OF EDUCATION POLICIES
SHIAWASSEE INTERMEDIATE SCHOOL DISTRICT
5517.01**

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter of motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal and psychological abuse, including hazing, gestures, comments, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff and volunteers to provide positive examples for student behavior.

This policy applies to all “at school” activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school’s control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or Assistant Principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within three (3) school days after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Definitions

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

“Aggressive behavior” is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student’s educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

“At School” is defined as 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. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

“Bullying” is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. Substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. Adversely affecting the ability of a student to participate in or benefit from the school district’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student’s physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; talking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

“Harassment” includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

“Intimidation/Menacing” includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person’s property; or to intentionally interfere with or block a person’s movement without good reason.

“Staff” includes all school employees and Board members.

“Third Parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

Complaints can be filed with:

Charmian Fletcher, Associate Superintendent for 21st Century Learning/CTE Director
Shiawassee Regional Education Service District
1025 N. Shiawassee St.
Corunna, MI 48817
(989) 743-3471

MCL 380.131B (Matt’s Safe School Law, PA 241 of 2011)

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

©NEOLA 2012

H:NEOLA SRESB Bullying Policy March 2012

NOTICE OF NONDISCRIMINATION AND INTERNAL COMPLAINT PROCEDURES (INCLUDING TITLE II, TITLE VI, TITLE VII, AND TITLE IX, SECTION 504, AND ADA)

NONDISCRIMINATION

The Board of Education does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, or genetic information in its program, activities, or employment. Further, it is the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. ***Complaint Procedure Section I*** - Any person who believes that s/he has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which may be referred to as a grievance, with the District's Civil Rights Coordinator:

Trent Toney, Assistant Superintendent/Director of Special Education/Title IX Coordinator
Shiawassee Regional Education Service District
1025 Shiawassee Street
Corunna, MI 48817
(989) 743-3471

The individual may also, at any time, contact the U.S. Department of Education, Office for Civil Rights, Cleveland Office, 600 Superior Avenue East, Suite 750, Cleveland, Ohio 44114-2611; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: <http://www.ed.gov/ocr>. © **NEOLA 2010**

SEARCH AND SEIZURE

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

HANDICAPPED ACCESS

In accordance with the provisions of the Americans with Disabilities Act, as amended, the Board shall permit individuals with disabilities to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go.

SECURITY AND VIDEO SURVEILLANCE

Through this policy, the Board of Education provides notice to all students, the public and its employees of the potential use of video surveillance and electronic monitoring in order to protect District property promote security and protect the health, welfare, and safety of students, staff and visitors.

The Superintendent shall develop and supervise a program for the security of the District students, staff, visitors, school buildings, District grounds, and District equipment in compliance with statute and rules of the State. The Superintendent may authorize the use of video/electronic surveillance systems in monitoring activity on school property.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors and District property and may require prosecution of those who bring harm to persons and property. The Board will seek repairs to rectify the damage or payment of a fee to cover repairs. A reward may be offered for apprehending such persons.

Appropriate authorities may be contacted in the case of serious offenses.

Video surveillance will not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms.

The District will post signs at the main entrances to buildings stating that video surveillance cameras are in use to monitor activity within buildings for security purposes.