

The background features a collage of school supplies including a blue pencil case, a wooden spiral notebook, a red protractor, a wooden ruler, and a set of colorful pencils. The design is composed of overlapping geometric shapes in teal, dark blue, and lime green. A pattern of red and white dots is visible in the top left corner.

25-26

STUDENT HANDBOOK

KENT ISD CENTER PROGRAMS

Special Education
Center Programs
Kent ISD



Center and Transition Program Building Information

For specific information about your school's procedures, please contact the school directly using the contact information provided below:

KEC Oakleigh 2223 Gordon NW Grand Rapids, MI	Raechelle Huston, Principal (616) 410-4670	Mon, Tues, Thurs, Fri 8:50AM - 3:24PM	Early Release Wednesdays 8:50AM - 1:45PM
KEC Beltline 1606 Leffingwell NE Grand Rapids, MI	Nicole Goulet, Principal (616) 410-4760	Mon, Tues, Thurs, Fri 7:50AM - 2:22PM	Early Release Wednesdays 7:50AM - 12:55PM
Lincoln Developmental Center 862 Crahen Grand Rapids, MI	Todd Jones (616) 410-4800	Mon, Tues, Thurs, Fri 8:01AM - 2:26PM	Early Release Wednesdays 8:01AM - 1:00PM

Districts Served: All Local Kent County School Districts

Lincoln School 860 Crahen NE Grand Rapids, MI	David Breen, Co- Principal Ashleigh Livingstone, Co-Principal (616) 410-4760	Mon, Tues, Thurs, Fri 8:01AM - 2:26PM	Early Release Wednesdays 8:01AM - 1:00PM
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Districts Served:

Caledonia	Forest Hills	Kenowa Hills
Cedar Springs	Grand Rapids	Lowell Northview
Comstock Park	Kent City	Rockford
East Grand Rapids	Kentwood - east of Eastern Ave.	Sparta

Pine Grove 2101 52nd Street Wyoming, MI	Renee Hordyk, Principal (616) 410-4900	Mon, Tues, Thurs, Fri 8:01AM - 2:26PM	Early Release Wednesdays 8:01AM - 1:00PM
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Districts Served:

Byron Center	Godwin Heights
Godfrey-Lee	Grandville

Empower U North 1655 12 Mile Road Sparta, MI	John Kleff, Administrator (616) 802-3560	Mon, Tues, Thurs, Fri 7:15AM - 2:12PM	Early Release Wednesdays 7:15AM - 12:30PM
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Districts Served:

Cedar Springs	Kent City	Sparta
Comstock Park	Rockford	
Kenowa Hills		

Empower U Central 225 Mayfield Ave NE Grand Rapids, MI	Bill Behrendt, Administrator (616) 410-4860	Mon, Tues, Thurs, Fri 7:15AM - 2:12PM	Early Release Wednesdays 7:15AM - 12:30PM
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Districts Served:

East Grand Rapids	Grand Rapids	Northview
Forest Hills	Lowell	

Empower U South 3600 Byron Center SW Wyoming, MI	Nic Bond, Administrator (616) 410-4420	Mon, Tues, Thurs, Fri 7:15AM - 2:12PM	Early Release Wednesdays 7:15AM - 12:30PM
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Districts Served:

Byron Center	Godwin Heights	Kentwood
Caledonia	Grandville	Thornapple Kellogg
Godfrey-Lee	Kelloggsville	Wyoming

Welcome to Kent ISD Center and Transition Programs

Kent ISD operates Center Programs for students, age 5 through 26, who reside within the school boundaries of Kent and some of Barry (Thornapple Kellogg) Counties.

Center Programming is one of the most restrictive levels of special education programming on the special education continuum and is designed exclusively for students with significant and high support needs. In most cases, center programming provides a modified curriculum that supports the individual's unique needs with the ultimate goal of helping each student thrive in their least restrictive educational environment. Each program has a mission aligned with the broader goal of empowering students to participate and become independent in school, community, and life.

Students are referred to a Center Program by their local school district only after they have exhausted Supplementary Aids and Special Education Programming and Services within their resident district without success and in determining what the student will gain and lose access to by attending a more restrictive placement. After reviewing the student's strengths and Present Level of Academic and Functional Performance data, a placement is decided through the IEP team meeting determining that a more intensive and highly specialized programming is needed to meet the student's individual needs. The annual IEP meeting will also determine the continued need for center programming based on the student's growth and development and IEP progress data.

Empower U is a transition program for students aged 18-26 that provides specialized instruction and opportunities specific to employment and independent living skills necessary for young adults to live purposeful and productive lives. Empower U provides instructional resources to meet young adults' post-secondary vision in the areas of independent living, employment, and community participation. We are committed to empowering young adults to reach their maximum potential and encourage self-advocacy.

Toni Moore

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Heather Sneider

Director of Transition Services & Empower U
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heathersneider@kentisd.org

[District Website Link](#)



[Center and Transition Program Website](#)



[Board Policies Link](#)



[Program Calendars Link](#)



Foreword

This student handbook was developed to answer many of the commonly asked questions that arise during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information. Please become familiar with the following information and keep the handbook available for frequent reference. If you have any questions that are not addressed in this handbook, you are encouraged to talk to the building administrator/principal.

The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects. This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board’s policies and the School’s rules.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the Kent ISD and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

Programs that operate in other districts or in other buildings may fall under the policies and procedures of the local district.

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NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available [here](#).

To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed below.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the Grievance Process described by Policy.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206.

The District provides equal access to the Boy Scouts and other designated youth groups as required by law.

EXAMPLES OF UNLAWFUL HARASSMENT

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment. Policy 3115 is attached to this handbook as Appendix A.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct. Policy 3115 is attached to this handbook as Appendix A.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policy 3118, attached to this handbook as Appendix A.

Dave Rodgers

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EMERGENCY SCHOOL CLOSING PROCEDURES

Procedure linked [here](#).



NOTIFICATIONS

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, Kent ISD will notify students, parents, and the general public about the closure in the following manner:

1. Communication from School

Kent ISD utilizes the Bright Arrow communication system. This system will send an automated message to parents via a telephone message to home and/or cell phones and e-mail. This system will be utilized in the event that your child's school is closed or delayed. Bright Arrow is also used to communicate pertinent information to students and families. School closings and delays will also continue to be broadcast on local television and radio stations. Please contact us to add/update your phone number and email address. This will ensure you receive emergency information.

2. Media

If a Kent ISD Center Program will not be in session, the decision to close will be announced over the local radio and television media. Families should listen to major stations, particularly WOOD and WZZM television stations and WLAV and WOOD radio stations.

DETERMINATION GUIDELINES

- If the student's resident district closes/delays, buses cannot transport from within the resident district to Center Programs
- If the district where the Center Program is located closes/delays, the Center Program will use that information to factor if the Center Program will be closed/delayed
 - Early Childhood Center – Comstock Park Public Schools or Godwin Heights Public Schools
 - Lincoln School, Lincoln Developmental Center – Forest Hills Public Schools
 - Pine Grove Learning Center – Grandville Public Schools
 - Kent ISD D/HH Oral Deaf and Total Communication– Northview Public Schools
 - KEC Oakleigh, KEC Beltline – Grand Rapids Public Schools
 - Empower U North – Sparta Area Schools
 - Empower U Central – Grand Rapids Public Schools
 - Empower U South – Wyoming Public Schools
 - Empower U Community Sites – Dependent on location, please contact building administrator for specific details

SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

ENROLLING IN SCHOOL

Kent ISD operates nine center programs for students, birth through age 26, who reside within the boundaries of Kent County and its member districts. Students are referred to a center program by their resident district. Placement is determined through the IEP team process when the team concludes highly specialized services are needed to meet the individual needs of that student. When a center program is determined to be an appropriate placement, then enrollment information is provided to the family by a Center Program staff member. Kent ISD programs are considered a separate school district and require new registration including immunization records upon enrollment.

WITHDRAWAL FROM SCHOOL

Any family who wishes to withdraw their child from a Center Program school should contact the Center Program Principal/Administrator and/or the Director of Special Education from their resident district.

PARTICIPATION IN THE EDUCATIONAL JOURNEY

1. Parent Involvement

Kent ISD has always recognized and valued the rights of parents and legal guardians to determine and direct the care, teaching, and education of their children. We welcome and encourage parental/legal guardian involvement in the schools and are committed to a partnership to develop each student's intellectual capability and vocational skills in a safe and positive environment. A copy of the District's Parent Involvement in Education policy is attached as Appendix C.

If a parent with a child currently attending any one of the Kent ISD Center Programs is working as a substitute, the parent cannot have their child stay with them during work nor are they able to substitute in their own child's classroom.

2. Home and School Communication

Regular home-school communication is encouraged for the student's success. We encourage you to share information that can support students' growth and learning. Additionally, please inform the school if you encounter any challenges that may limit your participation or require translation or interpreter services. Teachers, related service providers and administration can be reached by phone and email during the school day. To avoid disrupting the instructional day, staff are encouraged to return calls and emails outside of instruction hours.

3. IEP Meetings and Progress Reports

IEP team meetings are critical to students' education. IEPs outline specific goals and services developed to meet students' unique needs and are reviewed and updated at least annually. We greatly value and encourage active participation to continue success and address concerns. During the school year IEP progress reports will be provided to inform families of student's growth and progress towards their IEP goals. The following links provide more information about the IEP process:

- A. [Kent ISD: A Parent's Guide to Navigating the IEP Process](#)
- B. [Kent ISD Special Education Parent Handbook with Procedural Safeguards](#)
- C. [Family Matters Fact Sheets](#)

4. School Visits & Volunteering

School visits, orientations/open houses and Meet the Staff opportunities are available. Watch for communication from your school to learn more about scheduled opportunities to be involved at school. If you are interested in setting up an individual meeting, please contact the main office.

Parent/guardians and visitors are welcome at our buildings. All visitors are required to check in at the office to complete the sign in process. Visitors must wear a visitor name tag. To minimize classroom disruptions visits must be scheduled in advance with the classroom staff and building administrator. Visits cannot interrupt classroom instruction. Any visitor not following these expectations may be asked to leave.

Parent volunteer opportunities are available. To learn more about volunteer opportunities within your child's school, please contact the main office. Volunteers are required to complete volunteer paperwork and screening in advance of the volunteer opportunity.

5. Post-Secondary Transition Planning

This process allows both the parent and student an opportunity to address questions about the future. Questions such as future employment, living and housing arrangements, transportation, living in the community and utilizing public resources are considered a part of transition planning. Transition planning offers your son/daughter a chance to explore options that will assist him/her in becoming more independent as they begin to leave the educational setting. Development of this plan is based on your son/daughter's individual needs, as well as considering his/her preferences, interest and abilities, and is part of the IEP Team meeting discussion. An IEP Transition Plan is required before the student turns 16 years of age.

ATTENDANCE

Regular and consistent school attendance is crucial for maximizing the educational experience and supporting process on IEP Goals and Objectives. Students are expected to attend school every day school is in session. Students are to arrive at the start of the school day and stay until the scheduled end of their school day. If a student arrives late, the parent must sign the student in at the office. A student may only leave school early if the student's parent notifies the office.

If a student is unable to attend school, the student or parent must report that absence to the program office. The following absences will be considered excused if they are confirmed by communication to the school by the student's parent:

- the student's physical or mental illness (a physician's verification is required after 4 consecutive days of absence for illness)
- severe weather resulting in school closing or partial closing (e.g. delayed start)
- medical appointments for the student
- death or serious illness of the student's immediate family member
- attendance at a funeral, wedding, or graduation
- required appearance at court or for other legal matters upon proof that the student's attendance was required
- observance of religious holidays of the student's own faith
- college planning visits
- personal or family vacations when pre-approved per district policy. To be excused, students may be required to complete course work or special learning projects during the absence.

The school will work alongside families to support student attendance at school. Students who are more than 20 minutes tardy to school will be considered tardy. A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

We understand the unique needs of students within our Kent ISD Center Programs and will work with families to ensure attendance. Given the health needs of many students within our programs it is important to keep your child home when they are ill for the health and safety of them, peers and staff. Please refer to the medical section of this handbook for more information about symptoms that require students to remain at home. The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student.

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

EMERGENCY CONTACT INFORMATION

Parents must provide emergency information for each student enrolled in Kent ISD. The information should include the contact information for parents or a responsible adult, family physician's name, and any necessary emergency instructions. For students living in a group home or setting outside of their parents' home, a release of information and contact information for supporting staff should be provided. Parents must promptly inform the school if any contact information changes.

CHILDREN'S PROTECTIVE SERVICES INVESTIGATIONS

Kent ISD will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

HOMELESS CHILDREN AND YOUTH

Kent ISD will provide a free and appropriate public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and

youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact their enrolled school building for more information.

LAW ENFORCEMENT INTERVIEWS

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the ISD's obligation to maintain a safe and orderly learning environment.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to a student's equal participation in Kent ISD Center Programs instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered.

LOCKER OR DESK STORAGE

Lockers and desks are District property and may be made available for student use. Lockers and desks are assigned to students on a temporary basis, and administration may revoke a student's assignment at any time. Kent ISD retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers or desks. The building principal or designee may inspect lockers or desks without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers or desks. During a locker or desk search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

SEARCH AND SEIZURE

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag, pockets) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the ISD's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent. School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

CELL PHONES

The use of cell phones or other electronic devices while at school must be done safely, responsibly, and respectfully, and comply with all other school rules while using the devices. The Superintendent, building principals, and teachers are authorized to develop building-level and classroom rules for students' use of cell phones and other electronic devices. A student who violates the rules or this Policy are subject to corrective or disciplinary action, consistent with Policy and the student code of conduct. Please see section III for additional information about building cell phone policies.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline pursuant to this Policy and the student code of conduct. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates this Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's Parent to discuss the rule violation before returning the cell phone or electronic device.

GPS AND SAFETY DEVICES

When using GPS tracking devices that include audio surveillance such as Angel Sense Guidance, audio surveillance capabilities must be disabled during the school day including during transportation to and from school. A parental agreement form must be completed confirming the device's audio surveillance capabilities will remain disabled during school hours. For more information about the use of these devices at school, please contact your building administrator.

PROTECTION OF PUPIL RIGHTS

Kent ISD respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the ISD's website or upon request from Kent ISD's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the ISD's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix D.

RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about meetings or conferences so both parents may attend a single meeting/conference. The District is not required to schedule separate meetings/conferences if both parents have been previously informed of scheduled meeting/conference times. If either or both parents' behavior is disruptive, staff may terminate a meeting/conference and reschedule it with appropriate modifications or expectations.

STUDENT EDUCATION RECORDS

Kent ISD may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 5309 for an overview of the ISD's collection, retention, use, and disclosure of student records. Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

1. Right to Request Explanation or Interpretation or an Amendment of Education Records.

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request. A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 5309.

2. Address Confidentiality Program

The District will not disclose a student's or parent's phone number or address or the parent's employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in

violation of the Address Confidentiality Program Act if the student or the student's parent notifies the District that the student or the student's parent has obtained a participation card issued by the department of attorney general.

3. Directory Information

- A. "Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:
- a. student names, addresses, and telephone numbers;
 - b. photographs and videos depicting a student's participation in school-related activities and classes;
 - c. date and place of birth;
 - d. major field of study;
 - e. grade level;
 - f. enrollment status (e.g., full-time or part-time);
 - g. dates of attendance (e.g., 2023-2027);
 - h. degrees, honors, and awards received; and
 - i. the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

- B. School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the ISD that the parent or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.
- C. A Directory Information Opt Out Form is available in yearly enrollment forms and consents. This form allows the parent or eligible student to elect not to have the student's directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student's directory information for any of the uses selected on the form.

THREAT ASSESSMENT

The Board of Education is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk.

Kent ISD administration has implemented a threat assessment process that will be utilized when students demonstrate behavior that threatens the safety of themselves and/or others. The threat assessment process may include interviews with the student who expressed the threat, school staff, and classmates as well as a public source social media review to determine if the student in question is a threat to themselves or others. When threats occur, portions of the threat assessment process are entrusted to Kent ISD staff, in communication and collaboration with the student's local district.

Students are encouraged to report any threat immediately. Threats may be reported to any District employee in-person, by e-mail, or by telephone. Students may also report threats through the OK2SAY program.

VIDEO SURVEILLANCE AND PHOTOGRAPHS

Kent ISD may monitor any building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Outside of those school areas, a person has no expectation of privacy.

Kent ISD may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when in a vehicle owned, leased, or contracted by the ISD; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a District employee.

BOOKS, SUPPLIES AND TECHNOLOGY

Kent ISD will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense. Kent ISD may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by Kent ISD. Kent ISD may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement before they may use or access District technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion. The Acceptable Use Agreement form is attached as Appendix E.

DRIVING AND PARKING PERSONAL VEHICLES

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.

FOOD SERVICES

Kent ISD provides meals for Center Program students by contracting through the food service programs of Grand Rapids Public Schools, Northview Public School, and Sparta Public Schools. If applicable, lunch accounts will be maintained through the local district system. A new Free and Reduced Lunch Form must be completed annually and will be provided as a part of a student's annual enrollment forms packet. Breakfast and lunch are available to most students. Deaf & Hard of Hearing (DHH) students follow Northview food service policies.

LOST AND FOUND

All lost and found items are to be taken to the main office or a designated lost and found area. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

OFF CAMPUS EDUCATIONAL EXPERIENCES

Kent ISD Center Programs encourages community participation to support student's generalizing skills and developing community engagement, volunteer and employment skills. All community activities are specially designed by building administrators and classroom teams to support students meeting their individual IEP goals. Student may have access to opportunities such as Community Based Instruction (CBI), Job Sites, Community Based Experiences or Field Trips to support meeting their individual goals. The needs of students within our programs greatly vary. When determining participation in community activities, safety is the utmost importance. Students who have not met academic or behavior expectations may not be able to attend specific activities. During community activities students are expected to comply with school rules, expectations, Board Policy and the Student Code of Conduct. During these opportunities students may access transportation in the form of school bus, school van or public transportation.

PARTIES

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

PLAYGROUND/RECESS/OUTDOOR SPACES

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, Kent ISD does not provide supervision of its playgrounds, equipment, or surrounding areas.

HEALTH, SAFETY AND MEDICATIONS

1. First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher, nurse, or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the school will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The ISD may require a statement from a licensed physician or local health official before allowing the student to return to school.

2. Absences Due to Illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student

A. Student Illness Procedure

In order to maintain the health and well-being of students and staff, please keep your student home when they are showing signs of illness. A family physician is most qualified to diagnose and treat your student. It is not within the school nurses' scope of practice to make medical diagnosis.

B. Students who have the following symptoms will be sent home from school and cannot be transported home by bus/school transportation:

- | | |
|---|---|
| ● Fever (at or above 100.0 F) | ● Tiredness that prevents normal activity |
| ● Vomiting – two (2) or more times in the last 24 hours | ● Complaint of sore throat |
| ● Sores on the skin with pus or drainage | ● Complaint of shortness of breath |
| ● Unexplained rashes or blisters | ● Wheezing |
| ● Diarrhea—more than 3 stools in 24 hours | ● Chills |
| | ● Stiff back or neck |
| | ● Abdominal cramps or pain |

If it is determined that the student needs to be sent home, he/she will be cared for in a place within the school that is comfortable and able to be observed by someone who knows the student well. If indicated, the student shall be cared for in a separate environment to prevent disease transmission. The nurse/staff will contact the student's parent/guardian and inform them that their student needs to be picked up from school as soon as possible. It is expected that the parent will make all necessary arrangements to pick up the student in a timely manner.

3. Student return to school:

Determination as to when a student may return to school will follow the most current guidelines available from CDC, MDHHS, and the Kent County Health Department.

Students may be required to present a statement from his/her health care provider stating that he/she is no longer contagious and may return to school, if requested by nursing staff. In this way we hope to protect our high-risk students from infection and contagious diseases, and to ensure that our students remain healthy.

4. Student Injury Procedure

In the event of an accident or injury, the parent/guardian will be immediately notified for any required medical attention. If a parent/guardian cannot be reached, and the injury is such that immediate care is required, the school will arrange for the student to be taken to the doctor or a hospital for treatment by ambulance. This action will not obligate the district to assume financial responsibility for treatment.

5. Communicable Diseases

Kent ISD, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack of documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

6. Head Lice

A student with nits within ¼ inch of the scalp or live lice may remain at school. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. Kent ISD will notify the student's parents and provide education materials on head lice prevention and treatment.

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infection after 6 weeks or 3 separate cases within 1 school year, the ISD will form a team that may include the student's parents, teacher, social worker or administrators to determine the best approach to resolve the issue.

7. Bed Bugs

If an ISD staff member suspects that a student's clothing or belongings contain bed bugs, the school nurse or other staff member may visually inspect the student's clothing or belongings. Any bugs found should be removed and collected for identification. If a live bed bug is discovered, the ISD will notify the student's parents and provide educational materials on bed bug prevention and treatment.

If a student's clothing or belongings are infested by bed bugs, the student may be excluded from school until the parent has confirmed the successful treatment has occurred or other remedial students have been taken to ensure that bed bugs are not brought to school.

If bed bugs are found in a classroom or elsewhere in the school building, the building principal or designee will notify the parents of all students in the affected school building and will provide information on bed bug prevention and treatment. The school building will not be closed due to bed bug presence. If pest management is necessary, it will be provided to affected areas of the school building.

8. Immunizations

For a student entering the ISD Center Programs for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the ISD an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the ISD for the first time or upon entering 7th grade. The ISD will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions as outlined above.

9. Medication

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a consent form as required by Kent ISD. The consent form is located as appendix F.
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

10. Asthma Inhalers and Epinephrine Delivery System

A student may possess and use an asthma inhaler or epinephrine delivery system with written approval from the student's healthcare provider and consistent with Policy 5703. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine delivery system, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

11. Concussions

Before allowing a student to participate in any athletic activity, including physical education, the District will annually:

- Provide MDHHS educational materials on concussion awareness to each student and to the student's Parent. This information can be found as Appendix G; and
- Obtain a statement signed by each student and respective Parent acknowledging receipt of MDHHS concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

12. DNR/End-of-Life Procedure

Students may have a Do Not Resuscitate order honored at school in accordance with board policy 5708 provided the following conditions are met:

- DNR form is completed in full and signed by student's guardian and physician, and appropriately witnessed.
- Form is on file with school.
- A new form must be completed and filed every year.
- End-of-life arrangements for students will be evaluated on a case-by-case basis.

In order to promote continuity of communication regarding plan of care and end of life, the following guidelines exist for discussing DNR implementation with a student's family:

- Existing DNR orders will be discussed with parents/guardians on a yearly basis
- When a new DNR order is implemented, a meeting will be called with all necessary parties. and student's parents/guardians to discuss wishes for care at the end of life.

Should a student pass away at school, the following procedure will be implemented:

- Staff will notify the student's family immediately.
- The classroom will be cleared of classmates and the student will be prepared for family arrival.
- Kent ISD will call EMS to come and pronounce/transport the student.
 - DNR will be presented to EMS upon arrival.
 - If a student is an active hospice patient, EMS will not be called. The hospice case manager will be notified instead. It is the parents'/guardians' responsibility to ensure that the RN has an appropriate contact number.

13. HOMEBOUND SERVICES

Homebound services will be identified through an IEP when an illness or injury restricts a student's ability to come to school. The student will be required to have a doctor's note verifying the student is unable to attend school to receive this service. Please contact the Center Program Principal/Administrator for further information.

TRANSPORTATION SERVICES

Students attending Kent ISD Center Programs have Specialized Transportation identified in their IEP. Specialized transportation is provided by the student's Resident District through their transportation services or by contracting with Dean Transportation. Students must comply with school rules and expectations, Board Policy and the Student Code of Conduct during transportation. Students who violate school vehicle rules and expectations may be referred to the building administrator for discipline.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

For more detailed information about Specialized Transportation please reference "Kent ISD Specialized Transportation Guidelines" [here](#) or on Kent ISD Website, www.kentisd.org.

SECTION II: ACADEMICS

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via Powerschool where applicable. Please contact the main office for information about how to access your student's Powerschool account.

COMMENCEMENT

The ISD may conduct a commencement or completion ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. Students may be prohibited from participating in the ceremony as discipline for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma or certificate of completion to the student, provided that all graduation requirements have been satisfied.

STUDENTS WORKING TOWARDS A HIGH SCHOOL DIPLOMA

1. Course Credits and Graduation Requirements

Students attending KEC Beltline or Empower U who are working on the completion of courses for their high school diploma are required to meet graduation requirements aligned with their Resident District.

2. Personal Curriculum

Students working towards their high school diploma may use the Personal Curriculum process to modify the Michigan Merit Curriculum graduation requirements. As a student with an IEP who is in 9th grade or above is entitled to a personal curriculum. A personal curriculum can be requested by a parent or student who is age 18 or older. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. Kent ISD in collaboration with the students Resident District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma. To request a personal curriculum, please contact your building administrator.

3. Testing Out

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5409 and make arrangements with their assigned counselor.

HOMEWORK

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher. Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

PLACEMENT

Kent ISD Center Programs are special education settings designed to support students with the highest support needs resulting from a significant disability. Where a student's IEP team has provided an offer of FAPE for these special education settings and changes to this programming can only occur through an IEP Team Meeting.

Kent ISD has the sole discretion to make teacher and case manager decisions for its students, consistent with state and federal law. Kent ISD may consider parent requests for staffing. The ISD's placement decision is final.

SUMMER PROGRAMMING

In alignment with a student's IEP, Kent ISD offers Extended School Year Services (ESY) for students who are eligible as well as 200-day programming for SCI and SXI programs. Please contact your student's case manager for questions about ESY.

EXTRACURRICULAR ACTIVITIES

Students are eligible to participate in extracurricular activities within their local school district. The student's IEP team can support the exploration of participation in extracurricular activities and consider the needs for IEP support through Supplementary Aids and Services to allow the student to participate in the activity. If a student is interested in learning more about opportunities offered by their LEA, they may contact your school principal/classroom teacher or the local school district.

Participation is open to students who meet the eligibility requirements established by the local district and any applicable governing body. Further, opportunity to participate in extracurricular activities does not guarantee a student with a disability a position on a competitive team as long as requirements are uniformly applied to students with and without disabilities. Student athletes are also subject to the Athletic Code of Conduct at their local district.

SECTION III: STUDENT EXPECTATIONS, CODE OF CONDUCT AND DISCIPLINE

KENT ISD BEHAVIOR POLICIES AND EXPECTATIONS

1. Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy is attached to this handbook as Appendix B.

2. Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to assist or complete an assignment or test.
- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment or class and will be subject to discipline.

3. Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

4. Public Display of Affection

Students may not engage in public displays of affection that are disruptive to the school environment including transportation or distracting to others.

5. Dressing and Grooming

In general, clothing should be clean and appropriate for the weather and the environment. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, Policy 5101, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change or cover their clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided if available or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

A. Dress Code

- Tops must have straps or sleeves and must cover the student's entire torso from armpit to armpit.
- Pants, shorts, and skirts must have an inseam at least 4 inches in length.
- Clothing may not display material that:
 - Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
 - Is obscene, sexually explicit, indecent, or lewd;
 - Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
 - Incites violence;
 - Contains "fighting words";
 - Constitutes a true threat of violence;
 - Demonstrates hate group association/affiliation or uses hate speech targeting groups based on their membership in a protected class; or
 - Displays nipples, genitals, or buttocks.

Students who represent Kent ISD at an official or school-sponsored function or public event (e.g., CBI or Job Sites) may be required to follow specific dress requirements as a condition of participation or attendance.

6. Cell Phones and Electronics

Any use of cell phones or other electronic devices while at school must be done safely, responsibly, and respectfully, and comply with all school rules. Students are personally and solely responsible for the security of their cell phones and other electronic devices. Kent ISD is not responsible for theft, loss, or damage of any cell phone or other electronic device.

The Superintendent, building principals, and teachers are authorized to develop building-level and classroom rules for students' use of cell phones and other electronic devices. A student who violates the rules or this Policy are subject to corrective or disciplinary action, consistent with Policy and the student code of conduct.

Cell phone and electronic policies are dependent on individual school buildings. Please review the expectations aligned with your specific building below:

- A. **Lincoln Campus, LDC & Pine Grove:** Cell phones and other electronics, not including AAC devices, are able to be used during transportation to and from school. Use within the school building is discouraged. Student use of devices is set by classroom and individual student need.
- B. **KEC Oakleigh and KEC Beltline:** Cell phones and other electronics, not including AAC devices, are not allowed at school. Students are able to use devices during transportation to and from school. Devices are to be turned into the Lock Box upon entry into the building. Students will receive their device back at the end of the school day. When needed, students may request access to a device to be used in a specific area with supervision.
- C. **Empower U:** Cell phones and other electronics are able to be used during break times or as an instructional tool.

- D. **DHH programs** located at Northview Public Schools must comply with the cell phone and electronics policies outlined by Northview Public Schools.

At any Center Program school location when a student requires an alternate plan to support their individual needs, one may be developed to increase or reduce the building cell phone and electronic expectations. Teachers may also develop classroom rules for use of cell phones and other electronic devices when approved by administration.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy. Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates Board Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

INDIVIDUAL BUILDING ROUTINES AND EXPECTATIONS

To ensure the safety of students and staff some buildings within Kent ISD Center Programs may add additional safety measures to their individual building routines. Additional protocols can be found below:

1. KEC Beltline:

- A. Clear Backpacks – students are only able to bring a clear backpack/bag to school. If students bring a non-clear backpack/bag to school it must be left in the office where it cannot be accessed or be searched by school staff.
- B. Entry Protocol: When arriving at school students must complete the building entry protocol which includes turning in their cell phone or electronics, checking for a clear backpack/bag or search of non-clear bags and walking through the metal detector. If the metal detector sounds, students must step aside to have a school staff member check metal items with the metal detector wand. If a student arrives late to school after the metal detector has been put away a staff member will use a metal detector wand to check for weapons.

STUDENT CODE OF CONDUCT

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits Kent ISD's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits Kent ISD's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in the tables below. The ISD will also comply with Policy 5206 section 1 for victims of an alleged sexual assault.

PROHIBITED CONDUCT	POTENTIAL CONSEQUENCE(S)
Bullying: Actions in which someone intentionally and repeatedly causes discomfort or injury to others.	<p>A violation of the Code of Conduct may result in any of the following or a combination of the following:</p> <ul style="list-style-type: none"> ○ Restorative Practices with student and staff ○ Parent Contact ○ Conference with Administrator ○ In School Suspension ○ Out of School Suspension ○ Development/Revision of Positive Behavior Support Plan or Emergency Intervention Plan ○ Threat Assessment ○ Involvement of ISD Administrator ○ Involvement of Law Enforcement
Defiance/Non-Compliance: Refusal To Comply With Directions Or Expectations That Negatively Impacts The Learning Environment.	
Disrespect: Deliberate insulting behavior that negatively affects the learning environment or peer/staff relationships.	
Disruption: Behavior that briefly interferes with learning or routines.	
Dress Code Violation: Attire that does not comply with the school dress code.	
Elopement: The student leaves the school building and there is a risk to safety or the student is off ISD campus.	
Harassment: Disrespectful messages based on a protected class: gender, ethnicity, sexual, race, religion, disability, physical characteristics, other class based on documentation from the U. S. Office of Civil Rights.	
Inciting Behaviors: Intentional actions that encourage or escalate misbehavior among peers that could lead to unsafe behavior and/or major classroom disruption.	
Inappropriate Display of Affection/ Nudity: Inappropriate verbal and/or physical gestures or contact of a sexual nature to another. Intentional exposure of private areas.	
Inappropriate Language/Profanity: Use of offensive language, swearing, obscene language.	
Physical Aggression: Physical behavior that may cause harm or injury to another person.	
Possession or Use of a Dangerous Weapon: In possession of a Dangerous Weapon as defined by board policy or school tool as a weapon.	
Property Damage/Arson: Intentional behavior causing damage to an item that requires repair or replacement. Intentionally trying to or setting a fire.	
Restricted Substances: Alcohol, Nicotine, Marijuana or other substances: Possession, use or distribution of restricted substances or paraphernalia.	
Self-Injurious Behavior: Physical harm to self that may cause injury.	
Technology Misuse: Using technology in the wrong way for the wrong purpose or at unapproved times.	
Theft/Plagiarism: Intentional or premeditated of items that belong to others or the school. Copying of peers or online material to submit as own work (not cited).	
Threats: Verbal, written, digital or gestural statement indicating that person will cause harm to or create a negative consequence for someone.	

DISCIPLINE

Kent ISD Center Programs are committed to cultivating safe, supportive, and inclusive learning environments that recognize and respond to the complex and unique needs of students with disabilities. Kent ISD staff strive to make thoughtful, student-centered decisions that emphasize safety, compassion and connection/relationships.

Kent ISD may discipline students who engage in misconduct, up to and including suspension or expulsion from school. The ISD will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions.

Kent ISD will comply with applicable laws related to student discipline, including the consideration of specific factors and use of restorative practices. If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school. Students involved in extracurricular activities and engaged in misconduct may face consequences related to the activity in addition to the consequences provided in the handbook.

Kent ISD reserves the right to refer to an appropriate non-school agency of any act or conduct which may constitute a crime. The ISD will cooperate with those agencies in their investigations as permitted by law.

Kent ISD's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

FORMS OF SCHOOL DISCIPLINE & APPLICABLE DUE PROCESS

1. In School Suspension (ISS)

The building administrator may require a student to serve an ISS, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their ISS may face further disciplinary action.

2. School Removal/Suspension

A student may be suspended from school for violating school rules. Building administration or designee will review the behavior and determine if a suspension is warranted and determine the length of that suspension. Before a student is suspended, an administrator or designee will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

DISCIPLINARY PROTECTIONS AND PROCEDURES FOR STUDENTS WITH DISABILITIES

In accordance with the Individuals with Disabilities Education Act (IDEA) and state law, the following procedures will be followed if a student is subject to disciplinary removal (e.g., suspension or expulsion) for more than 10 cumulative school days in a school year:

1. Procedural Safeguards:

- A. The parents/guardians will be provided with a copy of the Notice of Procedural Safeguards at the time of the disciplinary action or change in placement.
- B. The school will inform the parents/guardians of their rights under IDEA, including the right to request a due process hearing or file a complaint regarding the disciplinary decision.

2. Review of Pattern of Removals:

- A. The IEP team, including the parent/guardian, will review the disciplinary history to determine if the removals constitute a pattern. A pattern may exist if removals are:
 - a. For similar behavior,
 - b. Occur close in time,

- c. Are substantially similar in length and circumstances, and
 - d. Add up to more than 10 cumulative days.
- B. If a pattern is found, it will be considered a change of placement.

3. Manifestation Determination Review (MDR):

- A. Within 10 school days of any decision to change the placement due to disciplinary removal beyond 10 cumulative days, the school will convene a Manifestation Determination Review (MDR) meeting.
- B. The IEP team will determine whether:
 - a. The behavior was caused by or had a direct and substantial relationship to the student's disability; or
 - b. The behavior was the direct result of the school's failure to implement the IEP.

4. Free Appropriate Public Education (FAPE):

- A. Regardless of whether the behavior is determined to be a manifestation of the disability, the student will continue to receive educational services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the IEP.
- B. If the behavior is a manifestation of the disability, the student will return to the previous placement unless the parent and school agree to a change of placement.
- C. If the behavior is not a manifestation, the student may be disciplined in the same manner as students without disabilities, but must continue to receive FAPE during the period of removal.

5. Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP):

- A. If the behavior is found to be a manifestation of the student's disability:
 - a. The IEP team will conduct or review a Functional Behavioral Assessment (FBA) and develop or revise a Positive Behavior Support Plan (PBSP).
- B. If a PBSP already exists, it will be reviewed and modified as needed to address the behavior.

APPENDIX A: NON-DISCRIMINATION, ANTI-HARASSMENT, AND NON-RETALIATION & TITLE IX SEXUAL HARASSMENT

3115 NON-DISCRIMINATION, ANTI-HARASSMENT, AND NON-RETALIATION POLICY [LINK](#)

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.
- G. Reserved
- H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted: August 15, 2022 Date revised: August 19, 2024, February 17, 2025, August 18, 2025

3118 TITLE IX SEXUAL HARASSMENT POLICY [LINK](#)

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision- Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
 - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.

- A. Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C. Sexual Assault With An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - D. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - E. Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - F. Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 - iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.
2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
 3. "Appeals Officer" is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
 4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
 5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
 6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
 7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
 8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
 9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
 10. "Grievance Process" is the process by which the District investigates and determines responsibility for Formal Complaints.
 11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
 12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
 13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
 14. "Supportive Measures" are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.
 15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance

Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and

If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. Allegations;
- b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. Appeal rights.

6. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

G. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or
- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

H. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

I. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;
6. Issuing a "no contact" directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. Additional staff training;
3. A climate survey; or
4. Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

J. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

K. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

L. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

M. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;

2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

N. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

O. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights 1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted: August 15, 2022 / Date revised: August 19, 2024 / Date revised: February 17, 2025

APPENDIX B: ANTI-BULLYING

5207 ANTI-BULLYING POLICY [LINK](#)

All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are prohibited.

A. Prohibited Conduct

1. Bullying, including cyberbullying, by a student at school is prohibited. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:
 - b. substantially interfering with a student's educational opportunities, benefits, or programs;
 - b. adversely affecting a student's ability to participate in or benefit from the 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; or
 - d. causing substantial disruption in, or substantial interference with, the District's orderly operations.
2. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying, are prohibited.

B. Reporting an Incident

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or to the Responsible School Official(s), as defined below.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the building principal, designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or a Responsible School Official. To encourage reporting of suspected bullying or related activities, each building principal, after consulting the Responsible School Official(s), will create, publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints that the building principal has bullied a student must be reported to the Superintendent. Complaints that the Superintendent has bullied a student must be reported to the Board President.

C. Investigation

All bullying complaints will be promptly investigated. The building principal or designee will conduct the investigation, unless the building principal or Superintendent is the subject of the investigation. If the building principal is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained.

D. Notice to Parent/Guardian

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and perpetrator's parent/guardian in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official, must report all verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board.

The District will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

F. Responsible School Official

The Superintendent is the "Responsible School Official" for this Policy and is responsible for ensuring that this Policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this Policy.

G. Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the District's website and incorporated into student handbooks and other relevant school publications. The Superintendent or designee will submit this Policy to the MDE within 30 days after its adoption.

H. Definitions

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the control of the District.
2. "Telecommunications access device" means any of the following:
 - a. any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit, or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or

- b. any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission, or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.
3. “Telecommunications service provider” means any of the following:
- a. a person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;
 - b. a person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission, or radio distribution system, network, or facility; or
 - c. a person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal authority: MCL 380.1310b; MCL 750.157m, 750.219a

Date adopted: August 2022

APPENDIX C: PARENT INVOLVEMENT IN EDUCATION
5401 PARENT INVOLVEMENT IN EDUCATION POLICY [LINK](#)

B. Parent Involvement

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.
 - a. Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.
 - b. Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.
2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30 minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

Parents are not permitted to observe testing.

3. Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.
4. At the beginning of the school year, the District will notify Parents of students attending Title I schools of the right to request a copy of this Policy. The District will provide a copy of this Policy to a requesting Parent in a timely manner.

C. Assessments and Surveys

2. State assessments
Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.
3. National Assessment of Educational Progress
As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

4. Surveys
Parents will be notified before their student participates in surveys on certain topics in accordance with Policy 5308.

Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

Date adopted: August 15, 2022 / Date revised: August 19, 2024

APPENDIX D: PROTECTION OF PUPIL RIGHTS

5308 PROTECTION OF PUPIL RIGHTS [LINK](#)

Surveys, Analyses, and Evaluations

Parents may inspect any survey created by a third party before that survey is administered or distributed to their student. All survey inspection requests must be made in writing to the building principal before the survey's scheduled administration date.

The District must obtain written consent from a student's Parent before the student is required to participate in a survey, analysis, or evaluation funded, in whole or in part, by the U.S. Department of Education that would reveal sensitive information. For all other surveys, analyses, or evaluations that would reveal sensitive information about a student, the District will provide prior notice to the student's Parent and an opportunity for the Parent to opt their student out.

Employees may not request or disclose the identity of a student who completes a survey, evaluation, or analysis containing sensitive information.

"Sensitive information" includes:

- political affiliations or beliefs of the student or the student's Parent;
- mental or psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other persons with whom the student has close family relationships;
- legally recognized privileges or analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or the student's Parent; or
- income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program).

A. Invasive Physical Examinations

Parents may refuse to allow their students to participate in any non-emergency, invasive physical examination or screening that is: (1) required as a condition of attendance, (2) administered and scheduled by the District, and (3) not necessary to protect the immediate health and safety of a student.

"Invasive physical examination" means:

1. any medical examination that involves the exposure of private body parts; or
2. any act during an examination that includes incision, insertion, or injection into the body that does not include a hearing, vision, or scoliosis screening.

B. Collection of Student Personal Information for Marketing

No employee will administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or selling that information.

"Personal information" means individually identifiable information that includes:

1. student's and Parents' first and last name;
2. home or other physical address;
3. telephone number; or
4. Social Security Number.

This Policy does not apply to the collection, disclosure, or use of personal information for the purpose of providing educational services to students, such as:

1. post-secondary education recruitment;
2. military recruitment;
3. tests and assessments to provide cognitive, evaluative, diagnostic, or achievement information about students; or
4. student recognition programs.

C. Inspection of Instructional Material

Parents/guardians may inspect instructional material consistent with Policy 5401.

D. Notification of Rights and Procedures

The Superintendent or designee will notify Parents of:

1. this Policy and its availability upon request;
2. how to opt their child out of participation in activities as provided for in this Policy;
3. the approximate date(s) when a survey, evaluation, or analysis that would reveal sensitive information is scheduled or expected to be scheduled;
4. the approximate date(s) when the District or its agents intend to administer a non-emergency, invasive physical examination or screening required as a condition of attendance (except for hearing, vision, or scoliosis screenings); and
5. how to inspect any survey or other material described in this Policy.

This notification will be given to Parents at least annually at the beginning of the school year and within a reasonable period after any substantive change to this Policy.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal authority: 20 USC 1232h

Date adopted: August 15, 2022 / Date revised: August 19, 2024

STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY AGREEMENT

To access e-mail and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and must sign and return this form. Students eighteen (18) and over may sign their own forms.

Use of the Internet is a privilege, not a right. The Board's Internet connection is provided for educational purposes only. Unauthorized and inappropriate use will result in a cancellation of this privilege.

The Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, child pornography or harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication and/or services on the Internet which the Board of Education has not authorized for educational purposes and/or which they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume this risk by consenting to allow their students to participate in the use of the Internet. Student's accessing the Internet through the school's computers assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Internet.

The Board has the right to monitor, review and inspect any directories, files and/or messages residing on or sent using the Board's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

Please complete the following information:

Student User's Full Name (please print): _____

School: _____ Grade: _____

Parent/Guardian's Name: _____

Parent/Guardian

As the parent/guardian of this student, I have read the Student Network and Internet Acceptable Use and Safety Policy and Guidelines, and have discussed them with my child. I understand that student access to the Internet is designed for educational purposes and that the Board has taken available precautions to restrict and/or control student access to material on the Internet that is obscene, objectionable, inappropriate and/or harmful to minor. However, I recognize that it is impossible for the Board to restrict access to all objectionable and/or controversial materials that may be found on the Internet. I will not hold the Board (or any of its employees, administrators or officers) responsible for materials my child may acquire or come in contact with while on the Internet. Additionally, I accept responsibility for communicating to my child guidance concerning his/her acceptable use of the Internet - i.e., setting and conveying standards for my daughter/son to follow when selecting, sharing and exploring information and resources on the Internet. I further understand that individuals and families may be liable for violations.

To the extent that proprietary rights in the design of a web site hosted on the Board's servers would vest in my child upon creation, I agree to assign those rights to the Board.

Please check each that applies:

- I give permission for my child to use and access the Internet at school and for the Board to issue an Internet/e-mail account to my child.
- I give permission for my child's image (photograph) to be published online, provided only his/her first name is used.
- I give permission for the Board to transmit "live" images of my child (as part of a group) over the Internet via a web cam.
- I authorize and license the Board to post my child's class work on the Internet without infringing upon any copyright my child may own with respect to such class work. I understand only my child's first name will accompany such class work.

Parent/Guardian's Signature: _____ Date: _____

Student

I have read and agree to abide by the Student Network and Internet Acceptable Use and Safety Policy and Guidelines. I understand that any violation of the terms and conditions set forth in the Policy and Guidelines is inappropriate and may constitute a criminal offense. As a user of the Board's computers/network and the Internet, I agree to communicate over the Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Student's Signature: _____ Date: _____

Teachers and building principals are responsible for determining what is unauthorized or in appropriate use. The principal may deny, revoke or suspend access to the Network/Internet to individuals who violate the Board's Student Network and Internet Acceptable Use and Safety Policy and related Guidelines, and take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct.

MEDICATION/TREATMENT
CONSENT FORM



Student Name _____ Birth Date _____ School Year _____

Diagnosis/Condition _____

- CONSENT FOR ADMINISTRATION OF HEALTH TREATMENT AND/OR MEDICATION AT SCHOOL**
- Parents are urged to provide health treatments and give medication at home and on a schedule other than school hours if possible. If it is necessary that treatments and/or medication be provided during school hours, these regulations must be followed. *Please Note: "Medication" refers to any prescription, non-prescription, homeopathic, herbal, vitamin, or mineral preparation.*
 - Health treatments and medications must be prescribed in writing by a physician or other licensed health care provider and must be renewed at least annually. Providers complete Part 1 below and must sign form—Part 2 and fax written instructions to school.
 - All medication, prescription and non-prescription, must be brought to school in the original pharmacy container with a current label showing the name of the student, medication, strength, dosage, and time(s) to be given. Only the parent/guardian or other responsible adult or the pharmacy may deliver the medicine to school. Students are not allowed to bring their own medication to school.
 - Health treatment supplies will be provided for school use for each student by parent/guardian as needed.
 - Parent/guardian written permission is required to administer treatments and medications at school as directed by physician/licensed health care provider, including permission to contact provider as necessary. Parent must sign below—Part 2.

PART I: PHYSICIAN/HEALTH CARE PROVIDER INSTRUCTIONS

TREATMENT/MEDICATION	STRENGTH	DOSAGE/ROUTE	TIME(S)/FREQUENCY	
			Home	School

Recommendations, Special Considerations, Side Effects, Precautions, Allergies: _____

PART 2: AUTHORIZATION SIGNATURES

The following signatures serve as written authorization for permission to administer health treatment and/or medication as directed at school. Authorization includes permission for school personnel and health care provider to contact each other if needed. Medication and Treatment information is kept confidential but it may be shared with appropriate staff for emergency care.

Physician/Provider:

Print Name _____ Signature _____

Date _____ Phone _____ Fax _____

Parent/Guardian:

Print Name _____ Signature _____

Date _____ Phone _____ Fax _____

PARENT & ATHLETE CONCUSSION INFORMATION SHEET



WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury.

If an athlete reports one or more symptoms of concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of play the day of the injury. The athlete should only return to play with permission from a health care professional experienced in evaluating for concussion.

DID YOU KNOW?

- Most concussions occur without loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.

SYMPTOMS REPORTED BY ATHLETE:

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not “feeling right” or is “feeling down”

SIGNS OBSERVED BY COACHING STAFF:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously)

WHAT SHOULD YOU DO IF YOU THINK YOUR ATHLETE HAS A CONCUSSION?

1. If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.
2. Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, and playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.
3. Remember: Concussions affect people differently. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

WHY SHOULD AN ATHLETE REPORT THEIR SYMPTOMS?

If an athlete has a concussion, his/her brain needs time to heal. While an athlete's brain is still healing, s/he is much more likely to have another concussion. Repeat concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to their brain. They can even be fatal.

STUDENT-ATHLETE NAME PRINTED

STUDENT-ATHLETE NAME SIGNED

DATE

PARENT OR GUARDIAN NAME PRINTED

PARENT OR GUARDIAN NAME SIGNED

DATE

JOIN THE CONVERSATION ➞ www.facebook.com/CDCHeadsUp



TO LEARN MORE GO TO ➞ [WWW.CDC.GOV/CONCUSSION](https://www.cdc.gov/concussion)

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