

Kent ISD

Great Start Readiness Program

Family Handbook

Revised July 2026



Early Childhood
Kent ISD



Hello families,

Kent ISD's Great Start Readiness Program (GSRP) would like to welcome you and your child! The GSRP Family Handbook offers valuable information about your child's learning and growth, the philosophy within the program, GSRP policies, and general information about the Great Start Readiness Program through Kent Intermediate School program (Kent ISD). GSRP in Kent County is a collaborative effort between Kent ISD local school programs and local subrecipients located in a variety of community locations. GSRP is licensed by MiLEAP – Child Care Licensing Bureau (CCLB). All our facilities are licensed by the State of Michigan and meet all state guidelines. Licensing information is available for review on the Statewide Search for Licensed Child Care Centers and Homes website <https://cclb.my.site.com/micchirp/s/statewide-facility-search>.

Kent ISD GSRP receives grant funding from Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) and is designed to benefit four-year-old children. GSRP is guided by developmentally appropriate practices through individualized instruction for all children. Each classroom uses intentional teaching practices intended to meet the needs of all children and families by using child data to provide focused instruction. The GSRP guidelines are formed from joining high standards established by MiLEAP.

The goal of GSRP is to help make sure your child is ready for kindergarten and beyond. Children enrolled in GSRP attend school for a full day of school either Monday through Thursday or Monday through Friday. The ratio for all GSRP classrooms is 1 teacher to every 10 children.

We believe in the importance of partnering with families, and welcome your feedback throughout the course of the school year. We encourage you to attend family events. Opportunities will be communicated through newsletters shared by your child's teacher.

Thank you for being an important part of your child's school experience. We at GSRP believe that you, as your child's family, are their first and best teachers. We look forward to partnering with you!

This handbook is intended for use by students, families, and staff as a guide to the rules, procedures, and general information about the Program. The use of the word "parent" in this handbook means a student's natural or adoptive parent or legal guardian. Families are responsible for familiarizing themselves with this handbook, and families should use the handbook as a resource to assist their children with following its rules and procedures.

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 program and families, 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.

Best wishes,
The GSRP Team

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Our Vision, Mission, and Educational Philosophy

Kent ISD GSRP Vision

Our vision is to create a caring, welcoming, and culturally sensitive learning space to help children explore, grow, and succeed.

Kent ISD GSRP Mission

Our mission is to provide a high-quality learning environment by setting high expectations, offering strong teaching, and building warm supportive relationships with children, families and staff. By fostering high expectations and delivering rigorous culturally sustaining instruction, we aim to cultivate a love of learning and personal growth in every child and teacher. We believe in the power of strong family partnerships and strive to engage families as active participants in their children's educational experience.

Kent ISD GSRP Philosophy

Our philosophy is to provide a holistic and inclusive approach to early childhood education, in which every child and teacher is empowered to reach their fullest potential, and every family is valued as a member of our learning community.

2025-2026 GSRP School Dates

First day of school	September 8, 2025
Fall Family Conferences	November 6-7, 2025
Thanksgiving break	November 26-28, 2025
Winter holiday break	December 19- January 2, 2026
No School	January 19, 2026
Mid-winter break	February 16-17, 2026
Spring break	April 6-10, 2026
Spring conferences	February 5-6, 2026
Last day of school	May 19, 2026

Your child's teacher will provide a copy of the school calendar. An additional copy can be found on the parent board at your child's site.

2025-2026 Daily schedule

Unless students are participating in a school activity, school staff will not provide supervision before or after these times.

Dropping off and picking up on time is important for programming. For safety reasons when dropping off and picking up children, a parent/guardian must accompany the child to the designated arrival/dismissal area.

- Each child must be signed in and out on the attendance log with initials and indicated time by a responsible adult who is listed on the Child Information Record. (Per Licensing)
- Children will only be released to persons listed on the Child Information Record, unless the school is notified by a legal guardian, in writing, of a change.
- Staff may request photo identification of anyone picking up a child. (Per Licensing)
- If the teacher or principal/director has any doubts about the documentation provided, a decision to not release the child will be made.
- No children are permitted to walk home without proper supervision.
- Children who enter/leave the program via the school bus/day care will be signed in/out by a staff member.
- If a child is still not picked up after one hour of school time ending, and teachers have made an attempt to call all contacts on the Child Information Record, CPS will be called.

Your child's teacher will give you their accurate daily schedule. Below is a sample GSRP routine.

- 8:35 Arrival: Children enter the classroom at their own pace. Parents/guardians stay until children are ready for them to leave.
- 8:40-9:00 Welcome and Read Aloud (C4L): Children are welcomed to the whole group with a song. Teachers introduce, read, and engage children in a book with carefully planned lessons.
- 9:00-9:20 Breakfast: Children have choices about what to eat of the food available. Teachers and children interact.
- 9:25-9:55 Outdoor Time (SEEDS Transition): Children have many choices about how they play in the outdoor learning environment. Teachers supervise children for safety and join in their active outdoor play, supporting their initiatives and problem solving. Teachers use the transition times as a learning time.
- 10:00-11:00 Planning, Learning Centers, and Sign-In: Children tell their play plans to teachers followed by time to initiate activities and carry out their plans. Teachers support children in name writing during this time with SEEDS sign-in.
- 11:00 Cleanup Time and Recall 11:10: Children and adults clean up together. Children make many choices during clean up. Teachers use this time to reflect (or recall) with four or five children each day.

- 11:15-11:30 Connect: Whole group Connect lessons introduce new or review concepts and games that will be taught in Small Group. Connect lessons follow Welcome and Read-Aloud after children have hands-on play. After the first weeks of the school year, there are two Connect lessons back-to-back.
- 11:30-11:50 Small Group Time: Three to five children meet with a teacher for direct instruction. Small Group lessons include games and fun activities. Teachers engage with children as well as assess children at this time.
- 11:50-12:15 Lunch: Family-Style meals support children doing things for themselves. Children choose what to eat and how much to eat of the food available. Teachers have meaningful conversations with the children. Children are encouraged to clean their own meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 12:15-1:00 Quiet/Rest Time: Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans are individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor toys.
- 1:00-2:10 Planning, Learning Centers, and Focus Groups: Learning Centers are a vital part of the curriculum. Centers are designed to provide particular kinds of learning opportunities. Exploring topics, fostering independence, opportunities for social interaction, and cooperation are aspects of this time. Teachers run Focus Groups at this time, working on targeted objectives with individual or small groups of children.
- 2:10 Cleanup and Recall 2:15: Children and adults clean up together. Children make many choices during clean up. Teachers use recall time to reflect (or recall) with four or five children each day.
- 2:20-2:50 Outdoor Time (SEEDS Transition): Children have many choices about how they play in the outdoor learning environment. Teachers supervise children for safety and join in their active outdoor play, supporting their initiatives and problem solving. Teachers use transition times as learning times.
- 2:55-3:15 Fast Focus is a short lesson that supports learning of the day.
- 3:20 Prepare for Dismissal: Children pack backpacks and dress for leaving school.
- 3:30 Dismissal

Emergency School Closing Procedures

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

Closing information is reported on local radio stations, local TV stations, and on local program websites.

If poor weather or other issues cause a program to close a school or sites, GSRP classrooms follow the instructions of the local program where your child's classroom is located. Morning half-day sessions will be canceled if there is a 2 hour delay.

Notice on Non-Discrimination

The program does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or a related condition), 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 program'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.

Primary Designated Title IX Coordinator:

Dave Rodgers

Asst. Superintendent of Human Resources & Legal Services

2930 Knapp St. NE, Grand Rapids MI 49525

616-365-2214

daverodgers@kentisd.org

Additional Title IX Coordinator:

Bryndan Arnold

Director of Personnel

Early Childhood & Secondary Programs

2930 Knapp St. NE, Grand Rapids MI 49525

616-447-5664

bryndanarnold@kentisd.org

Additional Title IX Coordinator:

Danielle Hendry

Director of Personnel

Center Programs & Adult. Ed.

2930 Knapp St. NE, Grand Rapids MI 49525

616-365-2288

daniellehendry@kentisd.org

Designated Section 504 Coordinator:

Dave Rodgers

Asst. Superintendent of Human Resources & Legal Services

2930 Knapp St. NE, Grand Rapids MI 49525

616-365-2214

daverodgers@kentisd.org

Designated Civil Rights Coordinator/Employment Compliance Officer:

Dave Rodgers

Asst. Superintendent of Human Resources & Legal Services

2930 Knapp St. NE, Grand Rapids MI 49525

616-365-2214

daverodgers@kentisd.org

The program's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at www.kentisd.org.

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 above.

If you or someone you know has been subjected to disability-based discrimination, harassment, or retaliation, you may file a complaint with:

Dave Rodgers

Kent Intermediate School program

2930 Knapp St., Grand Rapids, MI 49525

616-365-2214

daverodgers@kentisd.org

If you or someone you know has been subjected to any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Dave Rodgers

Kent Intermediate School program

2930 Knapp St., Grand Rapids, MI 49525

616-365-2214

daverodgers@kentisd.org

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

These materials were developed under a grant awarded by the Michigan Department of Lifelong Education, Achievement, and Potential.

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.

Section 1: Policies and Procedures

Attendance

Students are expected to stay from the start of the school day to the end. If a student is unable to attend school, the student or parent must report that absence to their teacher.

GSRP programs must document absences to comply with program regulations. If your child will be absent or late; inform the school as soon as possible. Children who are absent from class for 21 calendar school days may be dropped from the program.

Absences due to illness

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

Planned absences

Families who know in advance that a student will be absent must contact the teacher 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. Families should make every attempt to schedule medical and other appointments outside of school hours.

Students are expected to be signed out of school at the office if leaving school during the school day.

We know that there are times when your child is not able to attend preschool. Young children get sick, especially when they first start school. Other absences occur because families face real barriers, whether it's a serious health problem, a sudden move to a new home or a problem with transportation. We understand that "life happens". Let your teacher know if you are experiencing anything that is preventing your child from attending preschool. As partners in your child's learning, we want to support you and your family in addressing challenging situations and help to create strong attendance habits for your child's success! We ask families to "Strive for Less than Five!", meaning that we try to help children not miss more than five days of preschool in one school year. This goal helps to maintain high levels of learning and development for your child and still leaves room for circumstances that cannot be avoided.

Children who attend preschool more often are more likely to:

- develop early reading and math skills
- be ready for kindergarten
- develop good attendance patterns for school and future employment
- finish elementary school without repeating a grade

Books and Supplies

The program will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and families may purchase additional supplies at their own expense.

Students must take care of books and other supplies provided by the program.

Bulletin Boards

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices about student groups. Rules for posting on bulletin boards are found in Policy 5503.

Bullying

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

Cell Phone Use

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The program is not responsible for theft, loss, or damage of any cell phone or other electronic device. We strongly discourage students bringing in personal electronic devices.

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.

Teachers may also develop classroom rules for use of cell phones and other electronic devices.

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 administrator or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

Children's Protective Services Investigations

The program 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.

Under the Child Protective Services Act, mandated reporters are required to report any suspicion of abuse or neglect to the appropriate authorities. GSRP staff members are mandated reporters. GSRP staff members are not required to discuss their suspicions with families before reporting the matter to the appropriate authorities, nor are they required to investigate the cause of any suspicious marks, behavior or condition before making a report. Under the Act, mandated reporters can be held criminally responsible if they fail to report suspected abuse or neglect. The Child Protective Services Act is designed to protect the welfare and best interest of all children.

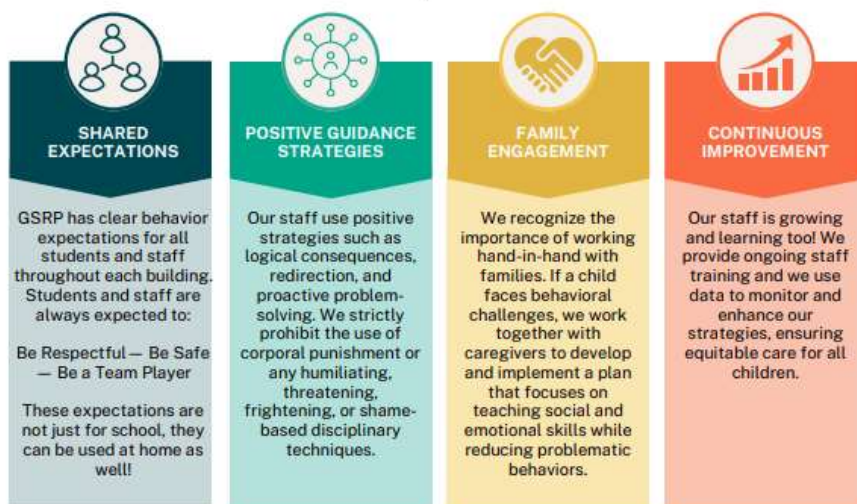
Causes for reporting suspected child abuse or neglect include, but are not limited to:

- Unusual bruising, marks, or cuts on child's body
- Severe verbal reprimands
- Improper clothing relating to size, cleanliness, season
- Transporting a child without appropriate child restraints (e.g., car seats, seat belts, etc.) • Dropping off or picking up a child while under the influence of illegal drugs or alcohol
- Not providing appropriate nutrition for your child
- Leaving a child unattended
- Sending a sick child to school over-medicated to hide symptoms, which would typically require the child to be kept at home until symptoms subside

Classroom Behavior

CHILD GUIDANCE AND DISCIPLINE STATEMENT

In GSRP, we celebrate our commitment to fostering positive and supportive environments for your child's social and emotional development. Our approach is proactive, centered on building positive relationships, and guided by the Pyramid Model — a program-wide framework designed to ensure effective teaching practices that nurture social and emotional development in all children.



In GSRP, we prioritize creating an inclusive and supportive community for all children. This reflects our dedication to accessibility, collaboration, and continuous improvement.

These materials were created under a grant awarded by the Michigan Department of Lifelong Education, Advancement, and Potential.



Communicable Diseases

The program, 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.

Our Child Illness Policy is based on guidelines stated by the Kent County Health Department. We attempt to limit the spread of communicable disease in our classrooms and are committed to applying policies that balance and respect the needs of children, families, and staff in these situations. It is the policy of Kent ISD GSRP to temporarily exclude children, staff, and volunteers

from care who may be infectious. If staff become aware that a person has a communicable disease, symptoms will be posted or sent home in note form.

Reasons for GSRP programs to exclude children include (but are not limited to) the following:

- Fever or oral temperature greater than 101 F
- Rash with a fever
- Diarrhea- if it is causing "accidents," and/or not associated with changes in diet or medication
- Vomiting
- Breathing difficulties, constant coughing, or constant runny nose
- Skin sores that are weeping fluid and are on an exposed body surface that cannot be covered with a waterproof dressing
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge) until on antibiotics for 24 hours
- An illness that poses a risk of spread of harmful disease to others.

Damage to School Property

If a student damages school property, intentionally or unintentionally, the student may be subject to discipline; and the student's parent/guardian may be required to pay to replace or restore the property.

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. 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 clothing immediately. If necessary, families will be called to bring appropriate clothing, students can use extra clothing provided by the program, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

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 the program at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Clothing that is comfortable and suitable for indoor and/or outdoor play and messy activities is best for a GSRP preschool classroom. During cold weather, please send children to school wearing hats, mittens, gloves, snow pants and boots.

- Label clothing with first and last name.
- Please provide an extra change of clothes that matches the season (socks, underwear, pants, short or long sleeve shirts, jacket etc.).
- Please do not send children in their best clothes, play clothing that is comfortable is best. During the winter, please send extra shoes so your child can change out of their boots.
- A backpack or large bag is recommended to carry belongings to and from school.

Emergency Contact Information

Families must provide emergency information for each student enrolled in the program. The information should include the family physician's name, contact information for parents/guardians or a responsible adult, and any necessary emergency instructions. Families must promptly inform the school if this contact information changes.

Food Services

GSRP works in cooperation with the local school programs to offer meals and snacks at no cost to families. Menus are provided in advance and will be posted in each room for parents to view. Preschool nutrition is extremely important to your child's healthy physical and mental development. All meals follow the Child and Adult Care Food Program (CACFP). Meals include the 5 food groups: dairy, protein, grains, fruit, and vegetables. Full day students receive two meals and one snack. Half-day students receive a minimum of a snack, but also may include one meal.

Meals and snacks are provided to all children family-style. Family-style serving provides an ideal time to model table manners. It also encourages children to be independent in passing, scooping and pouring their own food. Mealtime is a time for meaningful conversations to take place between adults and children.

Food Allergies

Please report dietary and/or allergy requirements to your child's teacher. The teacher will provide you with a Food/Medical Allergy Form. Your child's doctor will use the form to provide details about their needs and outline an action plan and sign it. Meals/snacks can be provided according to the child's needs outlined by a doctor on the form.

Donating Food and Treats, Birthday items

Due to licensing regulations, store-bought pre-packaged food is the only food that may be brought into the classroom. Teachers will never ask families to donate foods.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

If a field trip or event is planned it will be announced in writing before the event. Trips and events are connected to children's learning and may include visiting local businesses or community parks within walking distance from the site.

Families will never be charged any amount of money for field trips. All family members who would like to attend must seek permission to attend the event by completing and submitting a Volunteer Background Check Form and a Volunteer Child/Neglect Statement form 2 weeks prior to the event.

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 or the nearest staff member.

When the building program administrator determines that a student is too ill or injured to remain at school, school staff will contact the student's parent/guardian or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the program will first attempt to contact a parent/guardian or other designated responsible adult when reasonably possible. If contact cannot be made, the building administrator 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 program may require a statement from a licensed physician or local health official before allowing the student to return to school.

Minor accidents, incidents and/or injuries are common in young children as they are developing balance and movement skills. Depending on the incident, families may be notified in conversation or in writing on the same day as the occurrence of a minor accident or injury (some examples include: surface cuts, scrapes, bruising of the skin, or bloody noses). If the injury is of a more serious nature (some examples include: significant blood loss, cuts, head trauma), parents will be contacted immediately by phone and in some cases, they will be requested to pick their child up from school. All serious injuries requiring medical attention are required to be reported to the Michigan Department of Health and Human Services (DHHS). If necessary, in the event of an emergency, teachers will follow policy to call 911 and then contact parents/guardians. If a child needs to go to the hospital, a staff member will be present if a family member is not present. To ensure every family can be reached in an emergency, please update any phone number changes on your Child Information Record. Child Information Records will be given to you to fill out before the beginning of the school year. To ensure family members can be reached in an emergency, Child Information Records must be updated whenever there is a change in contact information.

Children Experiencing Homelessness

The program will provide a free public education to homeless children and youth who are in the program 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 family in a homeless situation who requires assistance should contact the program's homeless liaison:

Stacey Bright
864 Crahen Ave NE, Grand Rapids, MI 49525
616.447.2409
staceybright@kentisd.org

For detailed information about Homeless Children and Youth, see Policy 5307.

Immunizations

For a student entering the program for the first time or entering 7th grade, a parent/guardian must provide the building administrator 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/guardian must provide the certificate or documentation at the time of registration. A parent/guardian of a student who has not received all doses of any required immunizing agent must provide the program an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The program will not permit a student to attend school unless the parent/guardian provides evidence of immunizations or exemptions consistent with Policy 5713 and state law.

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/guardian notice or consent, consistent with the program'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 the program's 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 by the program.

Locker Use

Pursuant to Policy 5102, lockers are program property and may be made available for student use. Lockers are assigned to students on a temporary basis, and program administration may revoke a student's locker assignment at any time. The program retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building administrator or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building administrator or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

Lost and Found

All lost and found items are to be taken to the designated spot in the school building. 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.

Media Center

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name.

Medication

Whenever possible, families 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/guardian must annually submit a written request and consent form as required by the program.
- A building administrator or designee must request that the parent/guardian supply medications in the exact dosage required whenever feasible.
- The building administrator or designee will notify the student's parent/guardian of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy 5703.

Staff may not give or apply medication without prior written permission from a physician and a parent/guardian. All medication must be in the original container and clearly labeled with the child's name. Prescription medication must have the pharmacy label and be given according to the directions on the original container unless accompanied by a written order from the child's physician. Non-prescription medication, including sunscreen and insect repellent, requires prior written family permission. Your child's teacher will keep a written log of use of the medication.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler 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 family. The required documentation must be submitted to the building administrator. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building administrator 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/guardian. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent/guardian should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

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 Rules

Students must follow these rules during recess or while using the playground:

Students who violate these rules may be disciplined.

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, the program does not provide supervision of its playgrounds, equipment, or surrounding areas.

Being physically active helps your preschooler learn healthy daily habits. Outdoor play and fresh air are important for the healthy growth of children. Preschoolers who participate in active play

can get the physical activity they need to maintain a healthy weight, develop muscles and strong bones, and reduce their risk of developing some chronic diseases. GSRP is required by the State of Michigan to provide 30 minutes minimum of daily outside time. Your child's teacher will follow the program's policy when it comes to indoor vs. outdoor recess.

- Dress your child for the season's temperature.
- Label your child's clothing with first and last name.
- If your child is well enough to attend school, he/she will be expected to participate in all classroom activities, including outdoor time. (Per Licensing and MiLEAP)

Protection of Pupil Rights

The program respects the rights of parents/guardians and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the program's website or upon request from the program's administrative office. Families 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. Families 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 program's annual notice to families regarding the Protection of Pupil Rights Amendment is attached as Appendix C.

Rights of Custodial and Non-Custodial Parents

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

Families, regardless of custodial status, will be provided information about conference times so families may attend a single conference. The program is not required to schedule separate conferences if both families have been previously informed of scheduled conference times.

If either or both parents/families' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

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) 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 program'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.

Student Education Records

The program may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 5309 for an overview of the program's collection, retention, use, and disclosure of student records.

Families 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.

GSRP maintains confidentiality and does not reveal information regarding your child except as required by law or when there is a threat to the health and safety of individuals and families we serve.

Kent ISD GSRP may be selected to participate in data collection efforts based on programming. If selected, participants may need to make classrooms available, complete surveys, provide requested information like student's Unique Identification Code (UIC), Michigan Student Data System (MSDS), site documents, parent contacts, participate in webinars, phone calls, and meetings, securing, distributing appropriate parent consent forms and other relevant information. Data may be shared with your local program and Kent ISD for important academic and on-going decisions.

Kent ISD GSRP is required to work with the Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP) to measure the effect of the state wide Great Start Readiness Program (GSRP). Information is sometimes collected about GSRP staff, enrolled children, and their families. Program staff or a representative from MiLEAP might:

- Ask parents/guardians questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law.

Questions? Please contact Kent ISD GSRP at 616-447-5679 or MiLEAP Office of Great Start, Early Childhood Education and Family Services, at MiLEAP-CCLB-Help@michigan.gov or 517-373-8483.

Right to Request Explanation or Interpretation

A parent/guardian 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.

Right to Request Amendment of Education Records

A parent/guardian or eligible student may request that a student's education record be amended if the parent/guardian or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 5309.

Directory Information

The program designates the following information as directory information:

"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, including 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., 2013-2017);
- H. degrees, honors, and awards received; and
- I. the most recent educational agency or institution attended.

The Board further designates program-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 program email address books.

School officials may disclose “directory information” without the prior written consent of a parent/guardian or eligible student unless the parent/guardian or eligible student specifically notifies the program that the parent/guardian 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 program would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix D. This form allows the parent/guardian 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.

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

- Students must promptly comply with any directive given by the driver.
- Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
- Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
- Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
- Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- Students may not throw or pass objects on, from, or into vehicles.
- Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
- Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
- Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- Students may not open windows without the driver’s permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.

- Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
- Students must respect the rights and safety of others at all times.
- Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
- Students may not vandalize or intentionally cause damage to the vehicle.
- Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.]

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.

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the building administrator for discipline. If students are riding a program/program bus that program/program rules will apply.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and board policy.

Records of vehicle misconduct will be forwarded to the appropriate building administrator and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Video Surveillance and Photographs

The program may monitor any program 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). Except in those school areas, a person has no expectation of privacy.

The program 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 on a vehicle owned, leased, or contracted by the program; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a program employee.

Photos of children will sometimes be taken to display in the classroom. Legal guardians can choose whether they permit photos and/or videos to be taken of their child while joining in

school activities to be used for publication in local newspapers, classroom newsletters, etc. You may specify whether or not you will allow photos and videos to be taken of your child on the Photo Release Form. It is a strict policy of Kent ISD GSRP that teachers will not post identifying photos or videos of children enrolled in our program to their personal social media accounts. Through permission using the Photo Release Form, however, teachers may post to closed groups of people on social media.

Section 2: Academics

To encourage students and families to stay apprised of student academic information, grades, attendance, and other information can be accessed through the teacher.

Progress Reports

Progress reports will be issued three times each year..

Upon placement, Family Futures will provide each family with a link to complete the ASQ-3 and ASQ-SE2 online. Family Futures will share ASQ-3 and ASQ-SE2 results with families and teachers. Teachers will review the results for each student and provide academic follow up as needed.

Teachers continue to document student progress through ongoing child assessments that are aligned to the curriculum. Teachers will share student progress with families at least three times per school year. When teachers share student progress, they will also discuss their goals for the child, learn about your goals for your child and discuss strategies for helping to achieve the goals.

Placement

The program has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The program may consider parent/guardian requests that a student be placed in a particular classroom, building, educational program, or grade. The program's placement decision is final.

Children eligible for GSRP must be four years old on or before September 1st of the current school year. Children who turn four between September 2nd and December 1st of the current school year can apply with an age waiver with completed paperwork if slots are available after September 1st. Children must be identified as eligible for GSRP as designated by MiLEAP's eligibility requirements. Qualifying information is kept on file and remains confidential.

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The program will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent/guardian who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact the resident program special education office.

Section 3: Discipline and Code of Conduct

Behavior management is the combined responsibility of students, families, and other school staff. When children are given meaningful choices, understand adult expectations, and have helpful and caring supervision in an enriching environment; the need for discipline lessens.

A child's environment, daily routine, and an adults' approach during interactions have a direct impact on each child. In the event that there is a need for additional behavioral support, family meetings resulting in an individualized action plan may result in order to help a child be successful in the classroom. Part of GSRP is learning how to appropriately interact with others. Conflicts are a normal part of this process. Teachers in GSRP focus on teaching children how to work through strong emotions and conflicts in order for children to learn how to solve problems on their own.

In GSRP classrooms, children are not excluded or expelled based on the need for medical or behavioral support, assistance with toileting or teacher attitudes and/or apprehensions per grant request. GSRP also follows all state daycare licensing guidelines in reference to discipline. In accordance with State of Michigan [Licensing Rules for Child Care Centers](#), positive methods of discipline that encourage self-control, self-esteem, and cooperation shall be used. All of the following are prohibited: hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment. Other prohibited forms of punishment include; restricting a child's movement by binding or tying, inflicting mental or emotional punishment (such as humiliating, shaming, or threatening), depriving children of meals, snacks, rest or necessary toilet use, excluding a child from outdoor play and other gross motor activities, and excluding a child from daily learning experiences.

In addition to GSRP guidelines, [Michigan law](#) strictly limits the use of seclusion and physical restraint in schools, including all state-funded preschool programs (i.e. GSRP). Physical restraint may only be used in emergency situations when a child's behavior poses an imminent risk to their

safety or the safety of others, and no less restrictive options are effective. Every incident involving restraint must be documented and reported immediately to the administration (i.e GSRP Supervisor) and the student's parent or guardian. A written report must be provided within 1 school day or 7 calendar days, whichever is sooner.

To teach and maintain appropriate behavioral expectations, GSRP teachers:

- implement the curriculum with fidelity to teach effective social emotional skills
- establish predictable daily routines
- set up developmentally appropriate expectations
- encourage children to do things for themselves throughout the day
- create quiet spaces where children can choose to be alone and calm down
- serve children through individualized purposeful teaching and individualized activities
- develop a plan for children who develop patterns of inappropriate behavior
- GSRP uses a specific conflict resolution process:
- treat conflict situations with children matter-of-factly
- approach children calmly and stop any hurtful actions
- acknowledge children's feelings
- involve children in identifying the problem by gathering information and restating the problem
- ask children for solutions and encourage them to choose one together
- give follow-up support when children act on their decision

Parent Code of Conduct:

We expect parents to observe a certain standard of conduct as a part of our school community. The following items are not acceptable while on our campus or in communication with staff:

- Physical or verbal punishment of their own children or any other children
- Threatening, harassing or otherwise disrespecting staff, other parents, or children
- Swearing, cursing, or foul language
- Threatening or obscene gestures
- Quarreling with other parents or staff
- Making disparaging comments regarding the school to staff, parents, or anyone other than Administration (including outside of school)
- Using contact information of GSRP families for commercial or any other improper purpose

Not following policies designated to protect the safety and security of everyone at the school Any violation of this policy will result in the immediate withdrawal of the family.

Section 4: Program Specific Rules and Procedures

GSRP Placement

To secure enrollment and placement in a Kent ISD GSRP classroom, each family must meet the enrollment requirements and return all completed forms. GSRP never requires an enrollment fee.

- Copy of Birth Certificate/Government Document: Stating the child's age
- Immunization Record or Waiver: Documenting a minimum of 1 dose of each immunizing agent specified by the Department of Community Health; or a waiver if your child is not immunized for religious or other reasons that only parents can obtain by scheduling an appointment with the county Health Department.
- Income Verification: Income of those adults supporting the child for the last 12 months. Documentation may include: income tax form, W-2, year to date pay stub, unemployment documents, a written statement from employer, proof of receipt of public assistance/food stamps/WIC/childcare assistance, SSI proof of receipt, child support, alimony, or pensions.
- Proof of Residency: Driver's license, current utility bill, rent receipt, tax bill or land contract (If you are currently homeless, provide a letter from the shelter or homeowner where you are living.)

Additional Documents (if applicable):

- Individualized Education Plan- IEP: Used only when a Special Education plan is in place as a GSRP qualifier. Prior to attending school, additional forms must be completed and submitted
- Health Appraisal: Form that families take to the doctor's office showing that a physical was performed within the preceding year, SIGNED by a licensed physician (or his/her designee) with restrictions noted. Physical due within 30 days of initial classroom attendance (Per Licensing Regulation).
- Medication Permission and Instructions: Used when a child has an allergy or medical action plan
- Child Information Record: Must be filled out and signed by parent/guardian with current and complete information, including phone numbers of ALL individuals authorized to pick up your child and permission to seek emergency medical care. [Due at the time of initial classroom attendance].
- Volunteer Background Check Acknowledgement Form
- Kent ISD GSRP Volunteer Abuse/Neglect Statement: Required for all who regularly enter preschool buildings including daily child drop-off & pick-up.
- Permission to Photograph/Videotape Form
- Application for Free and Reduced-Price School Meals
- Food/Medical Allergy Form: Emergency allergy information provided so that it can be posted large enough to be visible to all adults in the classroom. Some programs have required allergy forms that are available in the school office.

- Written Information Packet Documentation Form: Confirmation of Family Handbook and Licensing Notebook information was received.

Curriculum

Kent ISD GSRP uses Connect4Learning in all classrooms. This research-led curriculum aligns with Michigan's Early Childhood Standards for Quality for Prekindergarten (ECSQ-PK). Children's progress is reported in the areas of social emotional development, math, and literacy.

Rest Time

Per licensing, teachers must provide a quiet space and rest materials for children who attend full day programming. GSRP rest time lasts 45 minutes. Quiet activities will be provided for children who do not wish to sleep during rest time. Consider providing a reasonably small size blanket for your child to use while they rest. Labeling personal items with a first and last name is a great way to ensure to get them back.

Children will help with setting up and cleaning up to promote independence. Mats/cots will be sanitized following licensing guidance. Your child's teacher will let you know more information about bedding and a washing schedule.

Toileting

If a student is not fully toilet trained, a two-way plan will be made between the classroom teachers and the child's parents/guardians. If your child is not yet fully potty-trained, please notify the child's teachers before the first day of school.

Toys From Home

Contact your child's teacher if you have questions about bringing toys or comfort items from home to school, as well as the procedure for storing them.

Communication

Your child's teachers will have frequent and informal interactions with you to strengthen the partnership between home and school. Aside from checking in with you at arrival or pick-up, teachers will also provide you with specified communication methods. Staff will contact families using the information provided on your Child Information Record. Please inform teachers of any changes (address, phone numbers, emergency and pick up contacts) on the Child Information

Record in writing and initial the updates throughout the school year. Families, caregivers, and teachers are always expected to handle themselves in a professional and respectful manner.

Translators are available to aid in the communication between teachers and families whose primary language is not English. Teachers are responsible for securing these translators.

Family Involvement

We want our GSRP students to be successful! Studies have shown that children who are successful in school have strong and positive interconnections between family, school, and community. Please consider becoming involved in the following ways, and if you have any questions, contact your child's teacher or the GSRP Office at 616-447-5679.

Volunteering in the Classroom

- Caregivers or guardians are always welcome in the classroom, given that they have been cleared by the program's Volunteer Background Check Form and the Reporting Abuse/Neglect Form in advance of the visit. Volunteers may wish to bring an activity for the children, read a story, share a talent, or participate in activities underway, or attend a field trip. Please coordinate any special activities in advance with the staff. Contact your child's teacher about participating in classroom activities.

Great Start Collaborative Advisory Board Meetings

- The Great Start Collaborative Advisory Board is an opportunity for families to work together with local professionals to help ensure all children have a great start in being ready for kindergarten. Meeting dates can be found on the school calendar.

Conferences

Family/Teacher conferences are scheduled in both the fall and spring. A scheduled conference allows for more confidentiality and detail than daily conversations permit. Conferences are planned to last a minimum of 30 minutes. During the conference, teachers will share child progress data across developmental areas, set goals for continuous progress, and assist with any additional support which may be necessary. A parent/guardian or teacher may request additional conferences.

Home Visits

Teaching teams will coordinate two home visits during the school year as part of the GSRP requirements. The first visit will take place at the beginning of the school year and another visit will be in the spring. Home visits will be planned for 45 minutes. During home visits teachers and families discuss and complete required paperwork, discuss parent involvement and various opportunities, discuss goals you have for your child for the year and discuss family interests and needs. The first home visit is an opportunity for the teacher to get to know each child before the first day, allow the child to feel more comfortable around the teacher, and for families to ask any questions they might have about GSRP. The second home visit will be scheduled at the end of the year and teachers will give many resources for extending learning opportunities throughout the summer.

Referrals

Staff will provide families with information about services for food, housing, childcare, behavior support, etc. Referrals for children that may have special needs will always be discussed with the family first. Whether the program staff or the family is bringing the concern, the process of referral will be explained. Staff will develop a plan and try many strategies and concerns will be documented. If needed, an observation will be requested. Staff may do additional screenings and evaluations, have meetings with families and report results and make plans for future action. Referral procedures to meet child and family needs are always kept confidential.

Teacher Credentials

All GSRP lead teachers and associate teachers are highly qualified and meet qualification requirements set forth by the State of Michigan.

Lead Teachers must have one of the following qualifications:

- A valid Michigan teaching certificate and an Early Childhood Education (ZA) or Early Childhood General and Special Education (ZS) endorsement
- A bachelor's degree in early childhood education or child development with a specialization in preschool teaching. The transcript will document a major, rather than a minor, in child development or early childhood education.
- Documented Compliance Plan

Associate or Assistant Teachers must have one of the following qualifications:

- Associate's degree (AA) in early childhood education or child development or the equivalent
- A valid classroom CDA credential
- 120-hour approval (in 2012)
- Documented Compliance Plan

Program Evaluation

Each classroom may be rated using the CLASS Assessment tool to provide feedback on areas of strengths and areas for improvement. Results will be used to plan staff trainings, change management practices and seek added resources. Each classroom teaching team will be observed and given feedback by an evaluator.

Feedback from the observation will be used to discuss strengths and improve the quality of the program. GSRP also uses a self-assessment and receives a score from the Great Start to Quality program. A level of quality is awarded to the center and is available for viewing on the Great Start Connect website: www.greatstartforkids.org.

Safety and Emergency Policies

Procedures and evacuation plan for severe situations are posted in each classroom and include detailed instructions for specific emergency procedures. Per licensing, phone numbers for emergency personnel and the building address are posted in each classroom.

Building Evacuation Plan

In the event of a building evacuation, a relocation site has been predetermined to ensure that all children and adults are effectively and safely moved to an alternate clean and secure site. Children with special needs will be accommodated in accordance with the special health care plans on file. For questions, please refer to your location's Building Evacuation Plan.

Lockdown Procedure

Lockdown procedures have been created to ensure the safety of all children and adults in the building. Children with special needs will be accommodated in accordance with their special health care plan on file. The severity of the threat will define how lockdown procedures are enforced. In a 'Lockdown Code', family members will not have access to the building until law enforcement has issued an 'all clear'. For questions, please refer to your site's Lockdown Procedure.

Hazardous Exposure Policy

A plan for responding to a situation of hazardous exposure has been put in place to ensure the safety of all children and adults in the building. Children with special needs will be accommodated

in accordance with the special health care plans on file. In this situation, family members will not have access to the building until law enforcement has issued an 'all clear'.

Pest Management

Per licensing regulations, liquid spray or aerosol insecticide applications will not be performed in any classroom unless the room will be unoccupied for at least 4 hours or longer if required by the pesticide label use directions. Families will be notified in advance of pesticide use through these two methods; letters sent home with students and notices posted at the center entrance and on Family Information Boards.

Pick Up After a School Emergency

In the event of an all school or site-wide emergency, program or site protocol will be followed, including how families will be contacted. Once law enforcement has determined that an emergency has been resolved, family members will be contacted. Next, adults will be provided details on how, when, and where to pick up their child.

Withdrawal

If you wish to withdraw your child from the program, please tell your child's teacher at least one week prior to your child's last date in attendance. Kent ISD requests a forwarding address or school contact if the child will be enrolled in another school program.

Appendix A: Title IX Sexual Harassment

3118 Title IX Sexual Harassment

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) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. 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 only, 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
- g. 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

Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310

Denver, CO 80204-3582

Telephone: 303-844-5695

FAX: 303-844-4303; TDD: 800-877-8339

Email: OCR.Denver@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

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3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation

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

Date Revised: February 17, 2025

Date Revised: August 18, 2025

Appendix B: Anti-Bullying

5207 Anti-Bullying Policy

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

- Prohibited Conduct
 - 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:

- substantially interfering with a student's educational opportunities, benefits, or programs;
- adversely affecting a student's ability to participate in or benefit from the program's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- having an actual and substantial detrimental effect on a student's physical or mental health; or
- causing substantial disruption in, or substantial interference with, the program's orderly operations.
- 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.
- 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 administrator 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 administrator, designee, or a Responsible School Official, the staff member must promptly report the incident to the building administrator, designee, or a Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building administrator, after consulting the Responsible School Official(s), will create, publicize, and implement a system for anonymous reports. The system must emphasize that the program's ability to investigate anonymous reports may be limited.

Complaints that the building administrator 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.

- Investigation

All bullying complaints will be promptly investigated. The building administrator or designee will conduct the investigation, unless the building administrator or Superintendent is the subject of the investigation. If the building administrator 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.

- Notice to Parent/Guardian

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

- Annual Reports

At least annually, the building administrator 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 program will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

- 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 administrator or designee as described in this Policy.

- Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the program'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.

- Definitions

- "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 program.
- "Telecommunications access device" means any of the following:
 - 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
 - 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.

- “Telecommunications service provider” means any of the following:
 - 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;
 - 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
 - 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: Protection of Pupil Rights

5308 Protection of Pupil Rights

- Surveys, Analyses, and Evaluations

Families/guardians 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 administrator before the survey’s scheduled administration date.

The program must obtain written consent from a student’s parent/guardian 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 program will provide prior notice to the student’s parent/guardian and an opportunity for the parent/guardian 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/guardian; • 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/guardian; or
 - income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program).
- Invasive Physical Examinations
Families/guardians 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 program, and (3) not necessary to protect the immediate health and safety of a student.

“Invasive physical examination” means:

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

- student’s and families’/guardians’ first and last name;
- home or other physical address;
- telephone number; or
- 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:

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

- Inspection of Instructional Material

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

- Notification of Rights and Procedures

The Superintendent or designee will notify families/guardians of:

- this Policy and its availability upon request;
- how to opt their child out of participation in activities as provided for in this Policy;
- the approximate date(s) when a survey, evaluation, or analysis that would reveal sensitive information is scheduled or expected to be scheduled;
- the approximate date(s) when the program 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
- how to inspect any survey or other material described in this Policy.

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

Families/guardians 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

Appendix D: Directory Opt Out Form

[Insert Form 5309-F-2 Directory Information and Opt Out Form here]