

Series 4000: District Employment

4400 Professional Staff

4403 Performance Evaluation

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249 (K-12 certified teachers of record)

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers;
 - b. teachers rated needing support or developing; or
 - c. at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;
5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals

developed by the evaluator, and any recommended training identified by the evaluator;

6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated triennially, but if the teacher is not rated as effective on one of the triennial year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher must be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals and Teachers not subject to the Teachers’ Tenure Act (preschool, GSRP, or other teachers if they did not serve a probationary period under the Tenure Act)

Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional or teacher who is not subject to the Teachers’ Tenure Act may be terminated by the Board, ~~Superintendent or designee~~ for any reason that is not arbitrary or capricious, subject to due process.

The Superintendent or designee may recommend the termination of a Non-Teaching Professional or teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals or teachers recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

D. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by a collective bargaining agreement or individual employment contract, extracurricular positions, including athletic coaches, may be non-renewed or terminated at-will by the Superintendent or designee. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted: July 1, 2024

Date revised:

Series 4000: District Employment

4400 Professional Staff

4409 Non-Renewal

For purposes of this Policy, "non-renewal" of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers' Tenure Act.

Teachers must serve a probationary period as required by the Teachers' Tenure Act. A probationary teacher's contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

A. Probationary Period

1. A probationary teacher rated developing or needing support may be subject to non-renewal consistent with the Teachers' Tenure Act. To attain tenure, a probationary teacher must receive a "highly effective" or "effective" rating on 3 year-end performance evaluations, including their most recent evaluation and have completed at least 4 full school years of employment. A teacher's probationary period may extend or the probationary teacher may be nonrenewed, if the teacher does not receive 3 consecutive effective ratings during the probationary period.

For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher's probationary period. The Board may make such a reduction if it determines that it is in the District's best interest considering factors such as the teacher's employment history; certifications, approvals, or authorizations; experience in subject matter or grade level; professional development, training, and academic preparation; and any other relevant factors as determined by the Board.

2. Reserved

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers' Tenure Act. This Policy will be implemented consistent with that statute.
2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting at which the Board will consider the recommendation. The recommendation for

non-renewal will state the reason(s) for the recommendation and may include supporting documentation.

3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
 - D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
 - E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5202 *Unlawful Discrimination, Harassment, and Retaliation Against Students*

The District prohibits unlawful discrimination. ~~For purposes of this Policy “Unlawful Discrimination” includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.~~

~~This Policy applies to student-to-student conduct and staff-to-student conduct. See Policy 4102 for District personnel harassment~~

Complaints alleging Unlawful Discrimination, harassment, and Retaliation against a student will be investigated using the process outlined in Policies 3115-3115H.

Complaints alleging Title IX sexual harassment ~~(staff-to-staff, staff-to-student, student-to-student, or student-to-staff)~~ are governed by will be investigated using the Grievance Process outlined in Policy 3118.

~~This Policy applies to all conduct occurring on school property, including in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, at a school-sponsored activity or event whether or not it is held on school premises, or conduct with a direct nexus to school.~~

~~The District will comply with all applicable state and federal laws related to unlawful discrimination.~~

The identities of the District's Title IX Coordinator, Section 504 Coordinator, and Civil Rights Coordinator are listed in Policy 3115B.

A. Student Handbooks

The Superintendent or designee will include in student handbooks a statement explaining the District's policy against Unlawful Discrimination, including unlawful harassment and Retaliation. This statement must include an explanation of types of Unlawful Discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

~~Types of Unlawful Harassment~~

~~“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a student because of the student's race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of:~~

- ~~1. creating an intimidating, hostile, or offensive environment; or~~

~~2. unreasonably interfering with the student's ability to benefit from the District's educational programs or activities.¶¶~~

~~**Race, color, and national origin harassment** is prohibited by Title VI of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, and national origin harassment is unwelcome conduct based on a student's actual or perceived race, color, or national origin. Race, color, and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, and national origin harassment.¶¶~~

~~**Disability harassment** is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a student's actual or perceived disability. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.¶¶~~

~~**Sex-based harassment** is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act. For the definition of sexual harassment under Title IX, see Policy 3118. Sex-based harassment prohibited by this Policy includes harassment based on gender identity or sexual orientation. This Policy also prohibits harassment of a sexual nature that does not rise to the level of Title IX sexual harassment, as defined in Policy 3118.~~

B. Reporting Requirements

District personnel must immediately report incidents of alleged Unlawful Discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of Unlawful Discrimination must intervene immediately, unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of Unlawful Discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected Unlawful Discrimination. A student may also anonymously report an incident of Unlawful Discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described below to the extent possible pursuant to Policies 3115-3115H or Policy 3118, as applicable. Minor students do not need Parent/guardian permission to file a

~~Complaint complaints or participate in the formal complaint resolution process described below. Grievance Procedure described in Policies 3115-3115H and 3118.~~

~~A. How to Report Unlawful Discrimination¶¶~~

~~If you or someone you know has been the victim of unlawful sex-based discrimination, you may file a report with any District employee or with the Title IX Coordinator:¶¶~~

~~John Hood, Superintendent¶¶
4406 N Okemos Rd, Okemos MI 48864¶¶
517-706-5006¶¶
john.hood@okemosk12.net¶¶
¶¶~~

~~Formal Complaints of Title IX Sexual Harassment must be filed with the Title IX Coordinator. For information on the District's Title IX Sexual Harassment Grievance Process, see Policy 3118.¶¶~~

~~If you or someone you know has been the victim of disability-based discrimination, you may file a complaint with:¶¶~~

~~Heather Pricco, Special Education Director¶¶
4406 N Okemos Road, Okemos MI 48864¶¶
517-706-4828¶¶
heather.pricco@okemosk12.net¶¶
¶¶~~

~~If you or someone you know has been the victim of any other type of unlawful discrimination, including unlawful conduct based on race, color, or national origin, you may file a complaint with:¶¶~~

~~John Hood, Superintendent¶¶
4406 N Okemos Rd, Okemos MI 48864¶¶
517-706-5007¶¶
john.hood@okemosk12.net¶¶
¶¶~~

~~A report of unlawful discrimination may be made verbally or in writing.¶¶~~

~~The coordinators identified above will document all unlawful discrimination reports, as well as any incidents they personally observe. The District will retain this documentation in accordance with applicable record retention requirements.¶¶~~

~~B. Complaint Process¶¶~~

~~Any person who has been the victim of unlawful discrimination or any person who has witnessed an incident of unlawful discrimination may make a complaint at any time. District personnel who receive a complaint of unlawful discrimination~~

~~must immediately document the reported incident and notify the appropriate coordinator identified above by the end of the next school day.¶¶~~

~~G. Investigation Timelines¶¶~~

~~The District will initiate an investigation within 5 school days after receiving a complaint of unlawful discrimination. In most cases, an investigation will be completed within 20 school days.¶¶~~

~~The District will attempt to comply with all law enforcement requests for cooperation. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend its investigation. The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed 10 school days. If the District's investigation is suspended, interim steps will be taken to provide for the safety of the alleged victim or victims and the school community and to avoid potential retaliation. Those steps may include suspending the alleged perpetrator from work or school until the investigation is complete. If the law enforcement agency does not notify the District within 10 school days that the investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.¶¶~~

~~Within 5 school days after completing the investigation, the District will separately notify, in writing, the alleged victim and the alleged perpetrator of the investigation's outcome. Any disciplinary action against the alleged perpetrator will be implemented in accordance with the due process standards contained within Policy 5206.¶¶~~

~~An alleged victim of unlawful discrimination may present new evidence at any time.¶¶~~

~~An alleged perpetrator's status as a student with a disability will not affect the District's obligation to protect the alleged victim during and after an investigation.¶¶~~

~~D. Investigation Procedures¶¶~~

~~The District will use the following procedures when initiating and conducting investigations of unlawful discrimination:¶¶~~

- ~~1. Any written or verbal report of unlawful discrimination or harassment, including anonymous written or verbal reports, will be promptly addressed and investigated.¶¶~~
- ~~2. The District will assure the alleged victim that:¶¶~~
 - ~~a. the complaint will be fully investigated; ¶¶~~
 - ~~b. the alleged victim's identity will be kept confidential during the investigation, to the extent possible;¶¶~~

- ~~c. the alleged victim will not be retaliated against by the District; and¶~~
- ~~d. the District will enforce its non-retaliation policy.¶~~
- ~~3. The District will take preventative measures to ensure that others, including the alleged perpetrator, do not retaliate against the alleged victim during or after the investigation.¶~~
- ~~4. The District will notify the alleged victim that the victim will not be required to confront the alleged perpetrator during the investigation, that steps will be taken to immediately ensure that the alleged conduct does not continue, and that retaliation is prohibited.¶~~
- ~~5. The District will interview any witnesses identified by the alleged victim and the alleged perpetrator. All witnesses will be assured that their identities will be kept confidential during the investigation, to the extent both possible and practical, and that retaliation is prohibited.¶~~
- ~~6. The District will implement individualized interim measures during the investigation to ensure that any unlawful conduct does not continue. Interim measures may include, but are not limited to, temporary schedule changes, no-contact directives, short-term suspensions, changes to class schedules or lockers, and student escorts.¶~~
- ~~7. The District will take action to end unlawful discrimination, including monitoring that the conduct does not reoccur and modifying responses if the unlawful discrimination does reoccur.¶~~
- ~~8. If the alleged victim is a minor student, the District will notify the student's parent/guardian of the complaint. The parent/guardian will be informed of the investigation's status, as appropriate.¶~~
- ~~9. Unless otherwise required by law, if an alleged victim has been discriminated against or harassed based on sexual orientation, gender identity, or non-compliance with gender stereotypes, the District will first consult with the student to determine an appropriate method of notifying the student's parent/guardian of the complaint.¶~~
- ~~10. All documentation, including witness statements, must be kept with the complaint and reports.¶~~
- ~~11. The District will use the preponderance of the evidence standard as the appropriate standard to substantiate allegations of unlawful discrimination.¶~~
- ~~12. If the District determines that a school official's impartiality has been compromised during the investigation process, that school official will be removed from the investigation and have no further involvement.¶~~
- ~~13. If an alleged victim requests complete confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to~~

~~investigate and respond to the complaint consistent with the alleged victim's request. If an alleged victim insists that the victim's name or other identifying information not be disclosed to the alleged perpetrator, the appropriate coordinator or designee will notify the alleged victim that the District's ability to investigate and respond to the complaint may be limited.¶¶~~

~~E. Remedies¶¶~~

~~The District will take appropriate and effective measures to promptly remedy effects of unlawful discrimination. Appropriate remedies will be based on the circumstances and may include, but are not limited to:¶¶~~

- ~~1. providing an escort to ensure that the victim can safely attend classes and school activities;¶¶~~
- ~~2. providing the victim with school-based counseling services;¶¶~~
- ~~3. providing the victim with academic support services, such as tutoring;¶¶~~
- ~~4. rearranging course schedules, to the extent practicable, to minimize contact between the victim and perpetrator;¶¶~~
- ~~5. moving the victim's or the perpetrator's locker;¶¶~~
- ~~6. issuing a "no contact" directive to the perpetrator; or¶¶~~
- ~~7. imposing discipline, up to and including suspension or expulsion, consistent with Policy 5206 and the student code of conduct, or;¶¶~~
- ~~8. removing district provided transportation.¶¶~~

~~Whenever possible, the District will strive to ensure that the victim's academic and other school-related schedules remain intact.¶¶~~

~~These remedies may also be available to any other student who is or was affected by unlawful discrimination.¶¶~~

~~The applicable coordinator should also 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 them of their obligations under this Policy and applicable handbooks.¶¶~~

~~If the alleged victim is a student with a disability, the Superintendent or designee 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 alleged victim continues to receive a free appropriate public education.~~

~~B. Investigation Report~~

~~After the investigation concludes, the appropriate coordinator or designee will create an investigation report. The report must include the following information:~~

- ~~1. the alleged victim's name, a description, or identifying information;~~
- ~~2. the alleged victim's relevant protected class(es);~~
- ~~3. the name, a description, or identifying information about the person making the report, if not the alleged victim;~~
- ~~4. the protected class(es) of the person making the report, if not the alleged victim;~~
- ~~5. the nature of the allegation, a description of the alleged incident(s), and the date and time (if known) of the alleged incident(s);~~
- ~~6. the name(s) and protected classes of all persons alleged to have committed the unlawful discrimination, if known, or a description/identifying information available if the name is not known;~~
- ~~7. the name(s) or description/identifying information and protected classes of all known witnesses to the alleged incident;~~
- ~~8. any written statement of the person making the report, the alleged victim (if different than the reporter), the alleged perpetrator(s), and any known witnesses;~~
- ~~9. the applicable standard of evidence, conclusion, and recommendations; and~~
- ~~10. the response by District personnel, including the date any incident was reported to law enforcement.~~

~~C. Filing a False Report~~

~~Any person who knowingly or maliciously files a false report of unlawful discrimination will be subject to discipline, up to and including expulsion.~~

~~D. Retaliation~~

~~Retaliation against a person who reports unlawful discrimination is prohibited. Any person who retaliates against a person who reports suspected unlawful discrimination will be disciplined in accordance with Policy 5206. This prohibition~~

~~against retaliation also applies to retaliation against people who participate in or cooperate with an investigation related to a complaint.~~

C. Office for Civil Rights

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

U.S. Department of Education
Office for Civil Rights
~~1350 Euclid Avenue~~ Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: ~~OCR.Cleveland@ed.gov~~

Denver, CO 80204-3582
Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

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

A. Appeal Process

~~An alleged victim or alleged perpetrator may appeal the written investigation findings and conclusions to the Superintendent within 5 business days of receipt. Upon receipt of an appeal, the Superintendent or designee will review the investigation report, may contact additional witnesses, may consider all additional evidence, and may re-interview any witnesses. The Superintendent will then notify the parties in writing of the decision. The Superintendent or designee is not required to give deference to the investigation report and may consider any new, previously unavailable evidence in evaluating the appeal.~~

B. Training

~~The District will provide to District personnel training on responding to and investigating unlawful discrimination. This training is mandatory for all District personnel responsible for implementing and enforcing anti-discrimination and anti-harassment laws and related policies and procedures. The Superintendent or designee will ensure that District personnel are notified of mandatory training sessions.~~

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: July 1, 2024

Date revised: June 11, 2025



Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5405-O Title I Parent and Family Engagement Policy

A. Development and Annual Review

This ~~An Engagement Policy~~ will be jointly developed **and annually reviewed, amended,** and distributed to Parents and family members of participating students and the local community in an understandable format, and to the extent practicable, in a language the Parents can understand. ~~An annual evaluation of the Engagement Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise the Engagement Policy, and to remove barriers to participation. The Engagement Policy will be reviewed annually at a meeting where concerned parties can discuss possible changes to the Engagement Policy.~~

Parents and family members must have opportunities for meaningful input during the annual review process. Information about how Parents and families may provide input will be posted on the District's website. The annual review of this Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise the Engagement Policy, and to remove barriers to Parent and family participation. The Engagement Policy will be reviewed annually at a meeting where concerned parties can discuss possible changes to the Engagement Policy.

~~A component of the Engagement~~ **This Policy will include a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students will share the responsibility for improved student academic achievement and the means by which the school and Parents will build and develop a partnership to help students achieve state education standards.**

B. Parent and Family Engagement

~~The District recognizes the unique needs of students who are being served in its Title I program and the importance of Parent and family engagement in the Title I program. Parent and family engagement in the Title I Program must include, but is not limited to:~~

1. **Parent and family engagement means the participation of Parents through regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:**
 - a. **Parents play an integral role in assisting their child's learning;**
 - b. **Parents are encouraged to be actively involved in their child's education at school;**

- c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - d. other activities, such as those described in section 1116 of the Elementary and Secondary Education Act (ESEA) are carried out.
2. Parent and family engagement activities are required under this Policy and include, for example, activities such as:
- a. ~~an annual school meeting to which all Parents of participating students will be invited to: inform Parents of their school's participation under this part, to explain Title I, Part A; clarify the requirements of this part, Title I, Part A; and to explain the Parents' right to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based on need and interest;~~
 - b. ~~an explanation of providing Parents information about the details for student and Parent participation school's Title I, Part A programs, including but not limited to a description of the school's: curriculum objectives, the, forms of academic assessment used to measure student progress and, proficiency levels students are expected to meet, achievement levels of the state academic standards, type and extent of participation, parental input in educational decisions, and coordination and integration with other federal, state, and District programs, and evaluations of progress;~~
- C. opportunities to participate in **activities to build Parent involvement capacity**, such as training **and providing materials to help Parents to work with their students to improve achievement. A goal of Parent activities is to provide Parents with opportunities to participate in education-related decisions for their students, as appropriate;**
- a. ~~to and encouraging volunteer work at the extent practicable, opportunities for involvement in the Title I Program for Parents of limited English proficiency, Parents with disabilities, Parents with limited literacy, Parents who are economically disadvantaged, Parents of a minority background, or Parents of migratory children. Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner school as appropriate;~~
 - b. opportunities for Parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the Parents or as deemed necessary by District staff;
 - c. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation

with ~~other~~ community programs such as Head Start, preschools, and other community services; and

- d. educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of Parents, in the value and utility of parental contributions, how to reach out to, communicate with, and work with Parents as equal partners.

All Parents, including those with limited English proficiency, disabilities, or limited literacy and those who are economically disadvantaged, of a minority background, or migratory, will have opportunities to participate in Title I parent engagement activities.

Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner.

D. District Obligations

The District will:

1. operate programs, activities, and procedures for the involvement of Parents in all its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with Parents of participating children;
2. work with its schools to ensure that school-level Parent and family engagement practices are implemented appropriately, and include, as a component, the School-Parent Compact;
3. incorporate this Policy into its LEA plan developed under section 1112 of the ESEA;
4. provide opportunities for the informed participation of all Parents and family members, by providing information and school reports as required by law in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language Parents understand; and
5. if the LEA plan developed under this Policy is not satisfactory to the Parents of participating children, submit Parent comments when it submits the plan to the Michigan Department of Education.

E. Implementation

1. The District will take the following actions to involve Parents in the joint development of this Policy:
 - Involve parents and family members in the joint development of the Title I program and school support and improvement

plan and the process of school review and improvement by including parents on any committees that review the Title I program;

2. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and family engagement activities to improve student academic achievement and school performance:
 - provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
 - design a parent-student-school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
3. The District will take the following actions to conduct, with the involvement of Parents, an annual evaluation of the content and effectiveness of this Policy:
 - The Superintendent or designee, in coordination with the school improvement committee, will oversee the annual evaluation process, including the collection and review of parent input, participation data, and communication effectiveness.
 - Parents will be engaged through surveys, meetings, or committee participation to provide feedback and recommendations regarding the Policy.
4. To encourage strong Parent and family engagement, the District will:
 - a. hold an informational meeting at least annually to explain this Policy and the school's Title I programming. All Parents of participating students will be invited to this meeting. Invitations may take the form of notes sent with students, announcements in the school newsletter, and notice posted on the school's website;
 - b. provide assistance to Parents and children served by the District in understanding topics such as:
 - state academic standards;
 - state and local academic assessments including alternate assessments;

- Title I, Part A requirements;
 - child progress monitoring; and
 - collaboration with educators.
- c. provide materials and training to help Parents work with their children to improve academic achievement and use technology to foster Parent and family engagement by:
- Literacy materials and books
- d. educate Employees on how to communicate and work with Parents as equal partners, implement Parent programs, and build ties between Parents and schools by:
- Newsletters, building data meetings, school improvement committee meetings
- e. to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with other relevant federal, state, and local programs, and conduct other activities, such as parent resource centers, that encourage and support Parents in participating in the education of their children, by:
- Parent teacher conferences, Title I parent night
- f. ensure that information related to the District and Parent programs, meetings, and other activities is sent to the Parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the Parents can understand by:
- Newsletters, Parent teacher conferences, Title I parent night

Legal Authority: 20 USC 6318

Date adopted: July 1, 2024

Date revised: April 28, 2025

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5406 Title I Funds

The District will use Title I funds (including Perkins V funds) to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The District will ensure that Title I funds will not be used to provide services that otherwise take the place of public education services that are to be provided to all students. A student's eligibility for Title I services may not disqualify the student from any service for which the student is otherwise eligible.

The District will maintain records of Title I-funded professional development. The Superintendent or designee will ensure that professional development is aligned with the needs of the District's Title I programs. Title I-funded professional development will not duplicate that which is funded from other sources and which, in the absence of Title I funds, would be provided to all staff.

Legal Authority: 20 USC 6301 et seq.

Date adopted: July 1, 2024

Date revised: