



# Rockford Public Schools

Quality Community – Quality Schools  
*Together Building a Tradition of Excellence*

## ROCKFORD BOARD OF EDUCATION

August 12, 2024 - 5:30 PM

### Agenda

#### CALL TO ORDER

#### MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

#### APPROVAL OF AGENDA

#### RECOGNITION

1. MASB Platinum Award – Nick Reichenbach

#### ACTION ITEMS – CONSENT AGENDA

1. Fall Coaches Update
2. Certified Staff Resignation
3. Presentation of bills in the amount of \$15,973.999.66

#### NEW BUSINESS

1. Certified Staff New Hires
2. Code of Conduct – Student
3. Foxbright Contract

#### OLD BUSINESS

1. Special Policy Update – 2<sup>nd</sup> Reading

#### REPORTS

1. Committee Reports
2. RAMS XII Update

#### RECOGNITION OF VISITORS AND HEARING OF PEOPLE PRESENT

#### SUPERINTENDENT REMARKS

#### ADJOURNMENT

#### Accommodations:

Any person with a disability who needs accommodation for participation in these meetings should contact the Superintendent's Office at 616.863.6557, at least five days in advance of the meeting.



# Rockford Public Schools

Quality Community – Quality Schools  
Together Building a Tradition of Excellence

## Human Resources Department

Dr. Korie Wilson-Crawford, Assistant Superintendent

350 N. Main Street • Rockford, MI 49341

Phone: 616.863.6554 • Fax: 616.863.6355

To: Dr. Steven Matthews, Superintendent  
From: Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources  
Date: August, 12, 2024  
Subject: 2024-2025 HIGH SCHOOL EXTRA-DUTY FALL COACHING RECOMMENDATIONS

SPORT	POSITION	NAME
CHEERLEADING	Head Coach	MeLisa Milanowski
	JV Coach	Nicole Hoek
	Freshman Coach	Kelsey Curtis
CREW (BOYS)	Head Coach	Cameron McKee
	Girls Assistant Coach	Josie Dickerson
	Boys Assistant Coach	<b>POSTED</b>
CROSS COUNTRY	Boys Head Coach	Andrew Martin
	Girls Head Coach	Ben Watson
	Boys/Girls Assistant Coach	Kailie Burk/David Ketchmark
FIELD HOCKEY	Head Coach	Mark Neumen
FOOTBALL	Head Coach	Brent Cummings
	Varsity Assistant Coaches	Sean O'Brien Jason VanderLaan Randy VanderVeen Rick Wilburn
	JV Coach	Max Crimp
	JV Assistant Coaches	Mike Cowan
	Freshman Coach	Steve Fusee
	Freshman Assistant Coach	Brian Richardson
GOLF (GIRLS)	Head Coach	Evan Bahm
	JV Coach (A)	<b>TBD</b>
	JV Coach (B)	William Crane
RUGBY (GIRLS)	Head Coach	Andy Dauser

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<b>SOCCER (BOYS)</b>	Head Coach	Tim Boelman
	JV Coach	<i><b>POSTED</b></i>
	Freshman Coach	<i><b>POSTED</b></i>
<b>SWIMMING/DIVING (GIRLS)</b>	Head Coach	Samantha Velting
	Assistant Coach	Ethan Leach
	Diving Coach	Josh Vickery
<b>TENNIS (BOYS)</b>	Head Coach	Tom Huizing
	JV Coach	Hope Keating
<b>VOLLEYBALL</b>	Head Coach	Kelly Delacher
	JV Coach	Christa Manyen
	Freshman Coach	Sara Majerle
<b>WATER POLO (BOYS)</b>	Head Coach	Craig Peterman
	Assistant Coach	Grace Boeve
	JV Coach	Jerrad Reickard



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350 N. Main Street • Rockford, MI 49341

Phone: 616.863.6554 • Fax: 616.863.6355

To: Dr. Steven Matthews, Superintendent

From: Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources

Date: August 12, 2024

Subject: 2024-2025 MIDDLE SCHOOL EXTRA DUTY FALL COACHING RECOMMENDATIONS

SPORT	SCHOOL	POSITION	NAME
CHEERLEADING (SIDELINE)	East Middle	Head Coach	Terrill Vanspronsen
		Assistant Coach	Charley Cappelletty
	North Middle	Head Coach	Kendall Sterk
		Assistant Coach	Kelsea Peck
CROSS-COUNTRY (CO-ED)	East Middle	Head Coach	Shayne Dove
		Assistant Coach	Erin Barbeau
	North Middle	Head Coach	Emily Weinmann
		Assistant Coach	Jennifer Nyeholt
FOOTBALL	East Middle	8 <sup>th</sup> Grade Head Coach	James Herrington
		8 <sup>th</sup> Grade Assistant Coach	Thomas Kowalski
		8 <sup>th</sup> Grade Assistant Coach	Paul Marker
		7 <sup>th</sup> Grade Head Coach	Don Packard
		7 <sup>th</sup> Grade Assistant Coach	Anthony Bix
		7 <sup>th</sup> Grade Assistant Coach	Murphy Hodder
	North Middle	8 <sup>th</sup> Grade Head Coach	Michael Ahern
		8 <sup>th</sup> Grade Assistant Coach	Jason VanderWall
		8 <sup>th</sup> Grade Assistant Coach	Mike Rivers
		7 <sup>th</sup> Grade Head Coach	Aaron Karsies
		7 <sup>th</sup> Grade Assistant Coach	Tim Miller
		7 <sup>th</sup> Grade Assistant Coach	Jacques Green

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<b>VOLLEYBALL</b>	East Middle	8 <sup>th</sup> Grade (A) Head Coach	April Feldman
		8 <sup>th</sup> Grade (B) Head Coach	Hannah Davis
		7 <sup>th</sup> Grade (A) Head Coach	Chris Lyon
		7 <sup>th</sup> Grade (B) Head Coach	Jodi Ramos
	North Middle	8 <sup>th</sup> Grade (A) Head Coach	Jill Brouwer
		8 <sup>th</sup> Grade (B) Head Coach	Melissa Schmidt
		7 <sup>th</sup> Grade (A) Head Coach	Julie Gitchell
		7 <sup>th</sup> Grade (B) Head Coach	<b><i>POSTED</i></b>
<b>TENNIS (BOYS)</b>	East Middle	Head Coach	Amy Banfield
	North Middle	Head Coach	Jeremy Hewitt



## Memorandum

To: Board of Education  
From: Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources  
Date: August 12, 2024  
Subject: 2024-2025 Employee Resignations

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Zachary Mosher	Teacher	Meadow Ridge Elementary	07/22/2024
Jane Ragains	Teacher	Multiple Buildings	07/29/2024
Brianna Carter	Teacher	Multiple Buildings	08/02/2024
Allison Dykstra	Teacher Consultant	Special Services	08/06/2024

# BOARD REPORT ON DISBURSEMENTS

DATE: 7/8/2024 8/5/2024

## PAYROLL

GENERAL FUND NET PAYROLL	2 & 3	2,230,353.37	
FOOD SERVICE	2 & 3	11,797.07	
ATHLETIC FUND	2 & 3	14,224.17	
TOTAL ALL FUNDS	2 & 3	2,256,374.61	
ALL FUNDS:			
FEDERAL TAX	\$	262,383.00	
SOCIAL SECURITY TAX-MEDICARE TAX	\$	482,246.74	
STATE TAX	\$	112,518.89	
TOTAL	\$	857,148.63	
			\$ <u>3,113,523.24</u>

BLUE CROSS INSURANCE	\$	38,152.15	
NVA/NATIONAL VISION	\$		
ADN ADMIN(DENTAL) ADMIN FEES	\$	6,056.00	
MESSA (VSP/MED/ LIFE)	\$	841,141.44	
NATIONAL INSURANCE SVCS(L TERM DISABILITY	\$	14,587.20	
RETIREMENT PAYROLL	\$	2,170,949.15	\$ <u>3,070,885.94</u>

UTILITIES:			
DTE ENERGY	\$	6,410.43	
CONSUMERS ENERGY	\$	121,502.77	
BP ENERGY (FORMERLY EDF ENERGY) BULK FUE	\$	2,490.15	\$ <u>130,403.35</u>
BAL ON GEN FUND CREDIT CARD #	\$		\$ <u>0.00</u>
WEST MICHIGAN RISK MGMT		498,018.66	
AMPLIFY		1,159,727.71	
			\$ <u>1,657,746.37</u>

TOTAL OF ABOVE	\$	<u>7,972,558.90</u>
BALANCE OF TOTAL GENERAL FUND		<u>1,446,769.61</u>
SINKING FUND REG CKS		0.00
SINKING FUND ACH CKS		0.00
SINKING FUND CREDIT CARD		0.00
2023 BOND REG CKS		3,351,210.34
2023 BOND ACH CKS		2,700,615.40
2023 BOND CREDIT CARD		56,198.26
GENERAL FUND ACH CKS		75,000.00
GENERAL FUND CREDIT CARD		371,647.15
TOTAL DISBURSEMENTS		<u>15,973,999.66</u>



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**Human Resources Department**  
**Dr. Korie Wilson-Crawford, Assistant Superintendent**  
350 N. Main Street • Rockford, MI 49341  
Phone: 616.863.6554 • Fax: 616.863.6355

## Memorandum

To: Board of Education  
From: Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources  
Date: August 12, 2024  
Subject: Certified Staff Recommendations

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Seth Powell                      P.E. Teacher                      Valley View Elementary



**2024-2025**



**Rockford**

High School ♡ Freshman Center

**STUDENT  
HANDBOOK**



# ROCKFORD HIGH SCHOOL

## HOME OF THE RAMS

### 2024-2025

#### Introduction & Welcome Letters

##### Community:

Rockford is a suburban, residential town 10 miles northeast of the City of Grand Rapids. The school district covers 100 square miles while serving a population of approximately 42,000. The City of Rockford has a strong identity and is a tourist shopping attraction. Rockford is also the home of Wolverine World Wide headquarters, an international shoe manufacturer. Rockford Public Schools consists of one high school with two buildings (one grades 10-12 and one Freshman Center), one alternative high school, two middle schools, and eight elementary schools.

##### School:

Rockford High School (RHS) is a four-year school serving 2,500 students in grades 9-12 with a professional teaching staff of 127. It has earned the prestigious district accreditation through AdvancED NCA. Rockford High, and every building in the district, has earned the Blue Ribbon Exemplary School of Excellence Award from the Michigan Department of Education. Rockford High School was recognized by Newsweek as one of the top 268 high schools in the United States. Furthermore, Rockford High School has been recognized by the Washington Post as one of the Most Challenging High Schools in the United States. The school year consists of three trimesters, each twelve weeks in length. The school day has five 71-minute class periods, with each class being worth 0.5 credit per trimester. Daily attendance at Rockford averages 97% and 97.4% of RHS 9<sup>th</sup> graders graduate high school within four years.



##### Theme

Learn, Connect, Contribute, Succeed: Our Commitment to Excellence

##### Mission

Rockford Public Schools is committed to fostering a rigorous, cohesive learning environment that challenges and supports each student, equipping them for success now and in the future.

##### Vision

Rockford Public Schools will be a community of educational excellence, where students are challenged to think critically, act compassionately, and succeed boldly.

##### School Mascot: Ram

##### School Colors: Orange and Black

##### School Fight Song:

*Smash right through that line of blue,  
Watch the points keep growing!  
Rockford Rams are bound to win,  
They're fighting with a vim!  
Rah! Rah! Rah!  
See their team is weakening,  
Victory is now in view!  
Fight! Fight! Fight, team fight!  
Victory for RHS!  
.....Fight!  
.....Fight!  
Up with the colors,  
The Orange and the Black!  
Fight, Rockford Fight, Fight!  
(repeat)*

**ROCKFORD HIGH SCHOOL  
4100 KROES RD., NE  
ROCKFORD, MI 49341  
616.863.6030**

**IGNITE A PASSION – BUILD A FUTURE**

**[WWW.ROCKFORDSCHOOLS.ORG](http://WWW.ROCKFORDSCHOOLS.ORG)**

Tom Hosford  
Principal

Eric Cavalli  
Assoc. Principal

Ricky Clark  
Asst. Principal

Cole Andrews  
Athletic Director

**Attendance Reporting 863-6032  
Athletic Office 863-6040  
Main Office 863-6030**

**Guidance Office 863-6033  
High School Pool 863-6042  
High School Fax 866-5997**

**ROCKFORD HIGH SCHOOL FRESHMAN CENTER**

**4500 KROES ST., NE  
ROCKFORD, MI 49341  
616.863.6348**

**[WWW.ROCKFORDSCHOOLS.ORG](http://WWW.ROCKFORDSCHOOLS.ORG)**

**Dr. Kelly Amshey  
Principal**

**Al Reickard  
Assistant Principal**

**Attendance Reporting 863-6352  
Guidance Office 863-6350**

**Main Office 863-6348  
RFC Fax 866-7134**

Dear Students,

Welcome to the 2024-2025 school year! The freshman year is full of excitement and a chance to set a solid foundation. The Freshman Center staff is looking forward to assisting you in every way possible to make this a productive year. I would encourage you to be actively involved in your education and seek to be involved in the many programs offered at Rockford High School (9-12).

In this handbook you will find rules, guidelines, procedures, and other information related to attendance, academic expectations, and student behavior. I hope you will take the time to read and refer to this handbook throughout the course of the school year. Should you have any questions, please refer to any staff member for clarification.

I look forward to a great year and hope to set a positive tone for your high school experience. Stay focused, work hard, and enjoy your freshman year! The more that you put into your education, the more you will get out of it. Get involved and have a great year!

Sincerely,

Tom Hosford  
Rockford High School, Principal

Dr. Kelly Amshey  
Rockford High School Freshman Center, Principal



**Rockford High School and Freshman Center****DAILY SCHEDULE**

Zero Hour	6:23 am	-	7:34 am
First Hour	7:40 am	-	8:51 am
Second Hour	8:57 am	-	10:08 am
Third Hour	10:14 am	-	11:56 am
Lunch A	10:08 am	-	10:38 am
Lunch C	11:26 am	-	11:56 am
Fourth Hour	12:02pm	-	1:13 pm
Fifth Hour	1:19 pm	-	2:30 pm

**The shuttle bus leaves for RHS at the bell.** Shuttle students will be released 3 minutes before the bell to reach the bus on time.

**Rockford High School and Freshman Center  
2-HOUR DELAY SCHEDULE**

Zero Hour		Canceled
First Hour	9:40 am	- 10:24 am
Second Hour	10:30 am	- 11:14 am
Third Hour	11:20 am	- 12:50 am
Lunch A	11:14 am	- 11:44 am
Lunch C	12:20 pm	- 12:50 pm
Fourth Hour	12:56 pm	- 1:40 pm
Fifth Hour	1:46 pm	- 2:30 pm

**The shuttle bus leaves for RHS at the bell.**  
Shuttle students will be released 3 minutes before the bell to reach the bus on time.

**Rockford High School and Freshman Center  
EARLY RELEASE**

CLASS	TIME	MINUTES
0	6:45 - 7:30	45
1	7:40 - 8:28	48
2	8:34 - 9:21	47
3	9:27 - 10:14	47
4	10:20 - 11:37	47 + Lunch
5	11:43 - 12:30	47

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## 2024-2025 SCHOOL CALENDAR – *Tentative Schedule*

Students First Day	Monday 8/26/2024
No School	Friday 8/30/2024
No School-Labor Day	Monday 9/2/2024
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 9/11/24
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 9/25/24
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 10/9/24
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 10/23/24
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 11/13/24
Thanksgiving Break	11/27/24-11/29/24
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 12/11/2024
Winter/Christmas Break	12/23/2024-1/3/2025
School Resumes	1/6/2025
No School for Students	1/20/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 2/5/2025
Mid Winter Break-No School	2/14/2025 & 2/17/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 2/26/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 3/12/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 3/26/2025
No School & Spring Break	4/3/2025 - 4/11/2025
School Resumes	4/14/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 4/23/2025
Early Release - 12:30p (Secondary) & 1:30p (Elementary)	Wednesday 5/7/2025
Memorial Day - No School	5/23/2025 & 5/26/2025
Half Day- 10:55a (Secondary) & 11:55a (Elementary)	6/5/2025 & 6/06/2025
Tentative Last Day of School	Friday 6/6/2025
Reserved for Snow Day Make-Up	6/09/25-6/13/2025

As of:

### **ACADEMIC LETTER**

To qualify for an Academic Letter, a student must be enrolled in a minimum of four (4) classes. Eligibility for this award is based on enrollment, grades 9 thru 12, at Rockford High School. The full time dual enrollment student must take a minimum of four (4) classes (combination of high school and college). Students must earn a 3.50 or above Grade Point, with no failing grades (E or F), and no CR/NC, over two trimesters during the current school year. Students enrolled in dual enrollment courses are responsible for communicating course grades to the high school counseling office on the appropriate form. The form, provided by the counseling office, must be signed by the college instructor and returned by the due date in order to qualify for this award. (Late forms will not be accepted.) First-time winners will be presented with a chenille "R" containing the lamp of learning and a chevron. Students who meet the criteria for the award in subsequent years will be given certificates and a chevron to designate the number of years in which they have qualified for the academic letter. The Academic Plaque and a chevron will be given to seniors who qualified for the academic letter each of their four years in high school. The second phase of this program is called the Academic Improvement Award, which will be presented to students whose 1<sup>st</sup> or 2<sup>nd</sup> trimester GPA differs significantly from their cumulative GPA. The formula (1<sup>st</sup> or 2<sup>nd</sup> trimester GPA - previous June cumulative GPA) = 1.0 or more will be used to determine recipients of this award. Students are awarded a Certificate of Recognition. Academic ceremonies will be held each year in late April or early May to honor students. Academic standings after second trimester will be used for ceremony purposes. Students earning the awards in third trimester will be sent a certificate.

### **ADVANCED ABSENCE PERMITS**

Permits must be obtained from the attendance office at least five (5) school days prior to the absence. Students must bring a note from home with the student's name, destination, and the dates of the absence. Approval to circulate the permit must be given by an administrator. Generally, parent-chaperoned vacations and scheduled medical care will be approved. Deer hunting will be allowed only for a maximum of the first two academic days of the hunting season. College visitation requests are limited to two days for juniors and seniors per year. Student group vacations will not be considered excused. If an administrator allows an advance absence permit to be circulated, all teachers must sign and indicate if the absence will or will not likely affect the student's grade. The parent's signature will complete the advance absence permit. Students absent from school without the advance absence permit will be considered unexcused.

### **ALCOHOL TEST IMPLEMENTATION PROCEDURES**

#### **OPTION I**

If a student is suspected, based on reasonable suspicion of violating school rules or policies related to consumption of alcohol, the following procedures shall be implemented as closely as possible:

- Administrators may refer any case involving suspected consumption of alcohol to the police. Administrators may request the police (or district security personnel) to administer a breath-alcohol test to a student reasonably suspected of having consumed alcohol.
- An administrator shall attempt to contact a parent/guardian to request the parent/guardian to come to the school.
- If the student's observable behavior (e.g. impaired speech, impaired coordination, glazed eyes, smell or odor of alcohol on the breath) and/or the results of a breath-alcohol test demonstrate the student has consumed alcohol, the appropriate discipline for the infraction shall be imposed.
- Students receiving a suspension may appeal in writing to the building principal within 24 hours regarding the disciplinary action taken. A summary of the hearing, and action taken, will be provided in writing to the student.

#### **OPTION II**

##### **(Parent/Guardian not able to be contacted)**

If a student is suspected of violating school rules or policies related to consumption of alcohol, and if the parent/guardian of the student cannot be contacted, the following procedures shall be implemented as closely as possible:

- If the student's observable behavior (e.g., impaired speech, impaired coordination, glazed eyes, smell or odor of alcohol on the breath) or the results of a breath-alcohol test demonstrate the student has consumed alcohol, the appropriate discipline for the infraction shall be imposed.
- Administrators may refer any case involving suspected consumption of alcohol to the police. Administrators may request the police (or district security personnel) to administer a breath-alcohol test to a student suspected of having consumed alcohol.
- The administrator shall explain to the student that there is reasonable suspicion the student has consumed alcohol. The basis for the reasonable suspicion shall be explained to the student.

- The student shall be advised that he/she has the opportunity to take a breath-alcohol test in order to prove the student's innocence.
- The student shall be advised of his/her right to have another person present on his/her behalf during the breath-alcohol test. If a student desires another person to be present, the administration shall attempt to obtain a person who is readily available.

### **ANNOUNCEMENTS - DAILY**

All daily announcements that are submitted by noon the day before will be displayed on the monitors throughout the building (hallways, cafeteria, etc.). The advisor must approve submitted announcements for club or class meetings. Late announcements will be read per administration approval over the public address system. Daily announcements may also be viewed on the Rockford High School website.

### **ASSEMBLIES AND SPECIAL PROGRAMS**

During the year there will be student assemblies and special programs scheduled. These are to include, but are not limited to, pep assemblies. Assemblies are considered scheduled school time and all students are expected to be in attendance.

### **ATHLETICS**

#### **Rockford High School Athletic Training Code**

The Rockford Public Schools provide a well-rounded program of interscholastic athletics with a wide range of voluntary athletic activities for both young men and women. To be a member of a Rockford athletic team is a privilege afforded by the Board of Education. Every privilege has a number of responsibilities; athletics is no different.

Student/athletes must develop and maintain habits of personal behavior and health, which will enable them to perform well, to minimize risk of injury and to represent themselves and Rockford in a manner which merits respect for all. Athletes have a tradition to uphold and an attitude to display. **We will be successful with class, style, and sportsmanship.**

#### **I. WHO/WHEN**

Beginning with a student's enrollment into the 9<sup>th</sup> grade, all members of athletic teams (players, managers, trainers) are bound by the following training rules at all times throughout the entire calendar year.

#### **II. SUBSTANCE USE/POSSESSION AND CRIMINAL VIOLATIONS**

Athletic training rules forbid the use or possession of tobacco (in any form), alcohol, drugs, anabolic steroids, look-alike drugs, narcotics, controlled substance, and/or actions deemed misdemeanors or felonies under the criminal code by any student/athlete who represents Rockford High School.

##### **A. PENALTY**

1. First offense for use or possession of alcohol, drugs, anabolic steroids, look-alike drugs, narcotics, or any controlled substance, and/or actions deemed misdemeanors or felonies under the criminal code will result in immediate suspension from competition for one-third of the scheduled athletic contests in the sport the athlete is participating in, or will participate in.

First offense for use or possession of tobacco (in any form, including e-cigarettes, vapor pens), will result in suspension from competition for one-fourth of the scheduled athletic contests in the sport the athlete is participating in, or will participate in.

A suspension will carry over into the next season of competition if the student/athlete does not complete the suspension in his/her present season.

2. Second offense will result in suspension from all athletics for a period of 12 months from the date of suspension.

3. Third offense will result in permanent barring of the student/athlete from participating in all athletics for his/her high school years.

##### **B. SUSPENSION PROCEDURE WILL BE:**

1. The student/athlete will be informed of the violation by his/her coach and/or the Athletic Director.

2. A letter will be sent to the student/athlete's parents or guardians stating the offense, penalty, and appeal procedure.

3. An appeal may be requested by the parents/guardians of the student/athlete (if adult waiver is on file) to the principal within five days of receipt of the suspension letter. Student/Athlete will begin serving suspension during the appeal process.

#### **III. CONDUCT/BEHAVIOR VIOLATION**

Student/athlete shall conduct him/herself in such a manner as to not bring discredit to the school, team or him/herself. Examples of conduct/behavior violations include, but are not limited to: gross misbehavior, vandalism, theft, insubordination, school suspension, inappropriate use of social media, hazing in any form, etc.

##### **A. PENALTY**

1. As determined by the Head Coach and Athletic Director upon investigation.

#### **B. SUSPENSION PROCEDURE**

1. As stated above (Section II-B).

#### **IV. SELF REPORTING**

If a student self-reports a code of conduct violation, the administration and head coach may reduce the suspension as deemed appropriate. Self-reporting to the principal or athletic director will only be allowed for reductions for first offenses and must be made prior to the investigation by RHS administration.

#### **Academic Eligibility**

MHSAA STANDARD: All student/athletes must pass at least 66% of credit load potential for a full-time student.

RHS STANDARDS: (GRADE 9-12) Student/athletes must pass four or five classes with a minimum of three C-'s.

#### **Grade Checks**

Grade checks will be done on all student/athletes every two weeks. Student/athletes can gain or lose eligibility with each two-week check. For student/athletes who become ineligible, a grade check will be done within the two-week period to determine the eligibility of the student/athlete.

#### **Ineligibility**

Student/athletes that do not meet the MHSAA standard at the end of a trimester (passing four classes) are ineligible to play on a Rockford athletic team for the next trimester (60 scheduled school days).

Any student/athlete that does not meet MHSAA or RHS requirements during a trimester will be ineligible for a minimum period of one week – Sunday to Sunday.

#### **Exceptions**

If the student/athlete successfully completes summer school, correspondence courses or on–line courses approved by the school, this restores eligibility as soon as the grades become part of the student/athlete's official transcript.

#### **Special Education Waiver**

Student/athletes for whom an individualized education plan (IEP) is on file at the time they would have been declared ineligible will automatically be afforded a review of their grades by a committee of the student/athlete's special education teacher, counselor, coach, and athletic administrator. This review may waive the ineligibility period if, in the committee's judgment, the student/athlete has made every effort to meet the standard. In no instance may the student/athlete be declared eligible if he/she is not meeting the minimum MHSAA standards of passing four classes.

### **ATTENDANCE POLICY AND PROCEDURE**

#### **COUNTY ATTENDANCE GOAL**

Attendance is a critical component for student success at the high school level. Research demonstrates that students who miss five or fewer days per school year have an educational advantage over those who are absent more often. Therefore, Rockford Public Schools is in support of the STRIVE FOR FIVE Attendance Campaign, organized and supported by the Kent Intermediate School District. This benchmark of five absences is also well-aligned with the RPS vision of preparing graduates for college and career. Students and their parents are encouraged to make all attempts to maximize student attendance and school participation.

#### **Strategies for maximizing instructional time for high school students:**

- ***Schedule routine appointments in advance for after school hours or during scheduled time off from school. If your provider offers limited appointments in these windows, voice your concerns about availability for student appointments.***
- ***Avoid scheduling vacations during scheduled school days.***
- ***Provide medications as appropriate for your student's use in the health office at the school. Parents/Guardians must drop the medications off and fill out a brief form.***
- ***Unless your student is showing signs of contagious illness or is physically unable to attend, he/she should attend each day.***
- ***Provide regular healthcare for your student to ensure overall wellness.***
- ***Take your child to the doctor when illness prevents him/her from attendance on multiple consecutive days.***
- ***Establish a consistent sleep schedule, to support waking in the mornings.***

#### **GENERAL ATTENDANCE PROCEDURES**

- Students are responsible for the completion of work that is missed due to absences and are expected to arrange work in advance for planned absences. Teacher support will be provided as necessary.
- Absences related to school-sponsored activities (with advanced approval from building administration) are considered "uncounted" in a student's attendance record.

- Absences related to college visitations are considered "uncounted" in a student's attendance record. Only juniors or seniors are eligible to apply for visitation days. Advanced requests should be submitted five days in advance.
- Students must be in school for three or more class periods in order to participate in co-curricular activities that day. Exceptions must be approved by the building principal.
- Students are required to arrive to school and to each class on time. See "TARDINESS" for details on consequences for failing to arrive on time.
- Excused Absences are issued for reasons involving illness, recovery from accident, professional appointments, death in the immediate family, observation or celebration of a bona fide religious holiday, or other justifiable cause.
- Unexcused absences are issued for school refusal, missed bus, car problems, oversleeping, or when a parent/guardian deems appropriate.

#### **CHRONIC ABSENTEEISM AND TRUANCY**

- RPS is aligned with all public schools in Kent County with regard to definitions for absenteeism. Schools are required to report chronic absenteeism and truancy to the Kent County Intermediate School District Office of Truancy and School Attendance.
- Chronic Absenteeism is when students miss 10% or more scheduled school days, including excused and unexcused absences.
- Truancy is ten unexcused absences in a school year.

#### **ABSENCE REPORTING**

- Parents or guardians are required to call the school to report absences.
- Please indicate the reason for your student's absence in the call.
- Written notes are not accepted to excuse student absences.

#### **SCHOOL ATTENDANCE ACTIONS**

Students who exhibit attendance patterns that are likely to interfere with their educational attainment, or meet the established criteria for chronic absenteeism or truancy will be subject to school interventions, which may include some or all of the following steps:

- Automated messages related to attendance (e-mail and or phone message).
- Student meeting with school staff (i.e. school counselor, assistant principal, social worker, or teacher).
- Parent/Guardian phone or e-mail contact.
- Development of Attendance Improvement Plan and subsequent monitoring of the plan.
- Reporting from school building to the Kent County Intermediate School District Office of Truancy and School Attendance.
- Period of attendance probation.

#### **COLLEGE VISITATIONS**

Only juniors and seniors are eligible to apply for visitation days. Requests are limited to two days for juniors and two days for seniors per year. Advanced requests for absences for college visitations should be submitted five days in advance.

## BACKPACKS

No backpacks are to be carried at the Freshmen Center, during the school day unless permission by main office.

## BULLYING

Our policies on bullying directly reflect that of Matt's Safe School Law (2012).

"Bullying" means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following.

- Substantially interfering with education opportunities, benefits, or programs of one (1) or more pupils.
- Adversely affecting the ability of a pupil to participation in or benefit from the schools district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil's physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Students are encouraged to report bullying to school staff so that it may be addressed. Bullying may be reported directly to a staff member, in person or through e-mail/Schoology message, or through Okay 2 Say (Michigan.gov/ok2say). Reports will be confidential at the request of the reporting student, unless there is reason to believe that student safety is in imminent jeopardy.

Students that do not adhere to our high standards of behavior will be subject to the consequences of the student code of conduct.

### The rubric for minor aggressive/mean behavior:

	First Offense	Second Offense	Third Offense	Fourth Offense
<b>Level I</b> <b>Horseplay</b> <ul style="list-style-type: none"> <li>• Play-fighting</li> <li>• Chasing</li> <li>• Grabbing</li> <li>• Tripping</li> <li>• Pushing/shoving</li> <li>• Name calling</li> <li>• Hood flipping, slap games, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent contact</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent contact</li> <li>• Supervised lunch</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent contact</li> <li>• After-school detention</li> </ul>
<b>Level II</b> <b>Teasing – actions that hurt someone emotionally</b> <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Insulting remarks</li> <li>• Spreading rumors</li> <li>• Writing mean notes</li> <li>• Playing mean tricks</li> <li>• Planned exclusion</li> </ul> <b>Level II behaviors directed at the same individual may fall under harassment or bullying.</b>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent contact</li> <li>• 1 supervised lunch</li> <li>• Student reflection form or Mutual Respect Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent contact</li> <li>• Extended detention</li> <li>• Student reflection form or Mutual Respect Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent meeting</li> <li>• 1 day OSS</li> <li>• Behavior contract or Mutual Respect Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• 15 second intervention</li> <li>• Document</li> <li>• Parent meeting</li> <li>• 3 day OSS</li> <li>• Revised Behavior Contract</li> </ul>

## BUS REGULATIONS

The buses are operated for your convenience and safety. The major consideration in making regulations for those who ride is the safety of all. We want all students to be happy and comfortable while riding. In order to meet these objectives, the following requirements must be observed while riding a bus to and from school, and during any extra-curricular activities:

1. The driver is in complete command of the bus at all times. The driver's orders are to be respected and followed completely at all times. If there is a misunderstanding at any time, the matter should be brought to the attention of the principal.
2. Students living within the Rockford School District may be required to walk not more than one mile to the bus stop.
3. Once routes are established, the buses strive to be within a 10-minute window of the designated route time. Weather, road and traffic conditions dictate our ability to consistency. Except in extreme cases, buses will not wait for students.
4. After boarding a bus, the student will not be allowed to get off prior to arrival at school or home, whatever the case may be. Notes are NOT accepted. If there is a change, parents or school personnel should contact transportation. (Buses are too full.) Students are allowed off the bus for events held at other school buildings (sports practice, etc.).
5. ONLY in the event of a family emergency are students permitted to ride an alternative bus. Parents must notify the transportation department for such a change. 616.863.6328.

6. While awaiting the bus at school, students should wait until the bus comes to a full stop before moving toward it.
7. Board the bus with care, go directly to a seat, sit down, and remain in that seat until it is time to get off.
8. While on the bus:
  - a. Be reasonably quiet
  - b. Do not take other student's property or indulge in hitting or horseplay with other students
  - c. Remain in your seat at all times
  - d. No food or beverages are to be consumed on the bus
- e. Students causing damage to bus seats may be charged a minimum of \$100 for seat cover replacement
  9. When you get off the bus and have to cross to the other side of the street, cross in front of the bus. Students crossing the street MUST look at the driver/crossing paddle and in both directions of the road before proceeding across the road.
  10. Students who persist in breaking any of these rules, or who make themselves general nuisances endangering people's lives by distracting the driver, will be refused the privilege of riding the bus. Such cases will be handled through the principal's office.
  11. Make your bus the best one in the fleet by cooperating with the driver and being thoughtful and courteous to other students.

**Student Conduct Report** (follow School Board Policy)

- 1<sup>st</sup> Notice: Warning- student may receive an assigned seat for five days
- 2<sup>nd</sup> Notice: Student may be suspended from the bus for five days
- 3<sup>rd</sup> Notice: Student may be suspended from the bus for ten days
- 4<sup>th</sup> Notice: Student may be suspended from the bus for 30 days

Any further incidents resulting in a bus conduct report may result in a suspension of bus riding privileges for the remainder of the school year.

**CHANGE OF ADDRESS/STUDENT INFORMATION**

If your last name, street address, telephone number, or emergency number changes during the school year, please notify the attendance, counseling or main office immediately. This is very important in keeping our records up-to-date and also in being able to contact a parent/guardian in case of an emergency.

**CLOSED CAMPUS**

All students will be under the "Closed Campus" concept. This means that students are to remain in the school building and designated areas from the time they first set foot on school property in the morning until the time they board transportation to leave at the end of the day. Only those students attending the Kent Career/Technical Center and approved co-op activities will be the exception to the closed campus regulation. Failure to comply with this policy will result in the student being assigned an After-School Detention or an Out-of-School Suspension.

**CLUBS AND CO-CURRICULAR ACTIVITIES**

**Rockford High School Co-Curricular/Club Training Code**

The Rockford Public Schools provide a well-rounded program of co-curricular and club opportunities with a wide range of voluntary athletic activities for both students. To be a member of a Rockford club or co-curricular team/event is a privilege afforded by the Board of Education. Every privilege has a number of responsibilities; clubs/co-curricula's is no different. Students must develop and maintain habits of personal behavior and health, which will enable them to perform well, to minimize risk of injury and to represent themselves and Rockford in a manner which merits respect for all. Students have a tradition to uphold and an attitude to display.

**We will be successful with class, style, and sportsmanship.**

**I. WHO/WHEN**

Beginning with a student's enrollment into the 9<sup>th</sup> grade, all members of athletic teams (players, managers, trainers) are bound by the following training rules at all times throughout the entire calendar year.

**II. SUBSTANCE USE/POSSESSION AND CRIMINAL VIOLATIONS**

Club/Co-Curricular rules forbid the use or possession of tobacco (in any form), alcohol, drugs, anabolic steroids, look-alike drugs, narcotics, controlled substance, and/or actions deemed misdemeanors or felonies under the criminal code by any student who represents Rockford High School.

**A. PENALTY**

1. First offense for use or possession alcohol, drugs, anabolic steroids, look-alike drugs, narcotics, or any controlled substance, and/or actions deemed misdemeanors or felonies under the criminal code will result in immediate suspension from competition for one-third of the scheduled events in the co-curricular/club the student is participating in, or will participate in.

First offense for use or possession of tobacco (in any form, including e-cigarettes, vapor pens), will result in suspension from competition for one-fourth of the scheduled contests/events in the sport/event the student is participating in, or will participate in. A suspension will carry over into the next season of competition if the student does not complete the suspension in their present season.

2. Second offense will result in suspension from all activities for a period of 12 months from the date of suspension.

3. Third offense will result in permanent barring of the student from participating in all events/productions for their high school years.

#### **B. SUSPENSION PROCEDURE WILL BE:**

1. The student will be informed of the violation by their coach/director and/or the Principal.

2. A letter will be sent to the student's parents or guardians stating the offense, penalty, and appeal procedure.

3. An appeal may be requested by the parents/guardians of the student/athlete (if adult waiver is on file) to the principal within five days of receipt of the suspension letter. Student will begin serving suspension during the appeal process.

### **III. CONDUCT/BEHAVIOR VIOLATION**

Students shall conduct themselves in such a manner as to not bring discredit to the school, team or themselves. Examples of conduct/behavior violations include, but are not limited to: gross misbehavior, vandalism, theft, insubordination, school suspension, inappropriate use of social media, hazing in any form, etc.

#### **A. PENALTY**

1. As determined by the Head Coach/Director and Principal upon investigation.

#### **B. SUSPENSION PROCEDURE**

1. As stated above (Section II-B).

### **IV. SELF REPORTING**

If a student self-reports a code of conduct violation, the administration and head coach/director may reduce the suspension as deemed appropriate. Self-reporting to the principal/coach/director will only be allowed for reductions for first offenses and must be made prior to the investigation by RHS administration.

### **Academic Eligibility**

RHS STANDARDS: (GRADE 9-12) Student must pass four or five classes with a minimum of three C-'s.

#### **Grade Checks**

Grade checks will be done on all student every two weeks. Student can gain or lose eligibility with each two-week check. For students who become ineligible, a grade check will be done within the two-week period to determine the eligibility of the student.

#### **Exceptions**

If the student successfully completes summer school, correspondence courses or on-line courses approved by the school, this restores eligibility as soon as the grades become part of the student/athlete's official transcript.

#### **Special Education Waiver**

Students for whom an individualized education plan (IEP) is on file at the time they would have been declared ineligible will automatically be afforded a review of their grades by a committee of the student's special education teacher, counselor, coach, and principal. This review may waive the ineligibility period if, in the committee's judgment, the student has made every effort to meet the standard.

### **COLLEGE CREDIT OPPORTUNITIES**

There are opportunities for students to earn college credit during high school:

Early College – Courses taught at RHS in which students earn college credit. Information is available at a spring meeting each year, or through a high school counselor.

Articulation – RHS courses which transfer for college credit. See the RHS course book or a counselor.

Advanced Placement – Students may take the AP courses at RHS and achieve a qualifying score on the AP exam to earn college credit.

Dual Enrollment – A student wishing to take a course in an area of career interest not offered at RHS or online, may be able to enroll in a college course. See a high school counselor for details.



## **COURSE OFFERINGS 2024-2025 ROCKFORD HIGH SCHOOL and FRESHMAN CENTER**

Complete course descriptions are available online at the Rockford High School and Rockford Freshman Center web pages.

RHS and RHSFC course offerings are constantly growing to meet the needs of students. Updated offerings are shared multiple times each year, prior to Arena Scheduling and are available upon request.

## **CUMULATIVE RECORDS**

Permanent record folders are kept on file for each student who attends Rockford High School. They may contain such things as the subjects taken and the grades received; the attendance record; health record; teachers' remarks and appraisals of work; records of the various schools attended; aptitude, preference, and mental maturity test records; records or copies of any exceptionally fine work done; birth record; your ambitions and plans from year-to-year; causes for failures if you have had any; correspondence concerning school work; and any other pertinent information about you. It should be remembered by the student that employers, colleges, and others request information kept in these files for the acceptance of the student for a job, or to attend higher education institutions. They are always interested in academic proficiency and the attendance record of the student, especially in regard to unexcused absences and tardiness. Of course, it is to a student's advantage to build as fine a record as possible, not only for what may go in a file, but also for the building of the person you hope to be. No transcripts can be sent without a signed Consent to Release Records from parent/guardian or student over 18 years of age.

## **CURRICULUM**

Rockford High School offers a comprehensive academic curriculum which includes a regional tech center, internships and co-op work study for seniors and juniors, honors classes in English, Math, and Science; Advanced Placement in History (2), English (2), Math (3), Science (3), German, Spanish, Government, and Art; and extensive Technology classes. Rockford High School students may also enroll in college courses offered locally. RHS students have multiple Early College Opportunities offered at Rockford High School. Online courses are offered locally. The KISD also has broad technical and academic offerings and a school for the county's students to take core courses in a high-tech, collaborative environment.

## **DANCES**

- Students who attend our high school may attend our dances. Middle school students cannot attend high school dances, nor can high school students attend middle school dances.
- After-game dances are for Rockford High School students only. No guests.
- Semi-formal dances allow high school guests with prior approval from administration. Guests over the age of 20 are not allowed.
- All dance styles must comply with standards of modesty and safety. Dance supervisors in attendance will be the final judges of the appropriateness of dance styles. Inappropriate dancing includes, but is not limited to, the following: slam dancing, moshing, and any dancing that has sexual innuendos.
- Gentlemen are expected to keep their dress shirts on. Dancing with a tank top or a vest alone will not be permitted.

## **Diversity and Inclusivity Statement**

Rockford Public Schools strives to be an inclusive community for all. Our philosophy is to draw strength from our differences and similarities in order to:

- Foster an inclusive environment for all staff and students
- Promote respect and acceptance toward all persons
- Educate and bring awareness around differences within our community
- Prepare each student to be an active member of a diverse and inclusive society

## **DRESS CODE**

All students are expected to dress appropriately for the learning environment. Students in violation of the dress code at school or a school-sponsored event will be provided a reasonable opportunity to change. The following guidelines will be considered when making a decision regarding appropriate attire

Students are required to wear:

- A shirt with solid fabric covering the front, back, and sides under the arms
- Bottoms with solid fabric covering the buttocks and upper thigh.
- Appropriate footwear with a solid bottom/sole.

Prohibited clothing includes:

- Clothing that exposes undergarments.
- Clothing that promotes tobacco, alcohol, or drugs.
- Clothing that depicts violence, hatred, racism, sexually suggestive messages, inappropriate innuendos, or is gang-related.

## **DROP AND ADD POLICY**

- There will be a designated time period prior to each trimester in which drops and adds may be completed; the time period and process will be publicized in advance through Family/Student Access and in the building.
- Seniors may turn in completed paperwork for independent study, co-op, or internship during the first week of a trimester and the schedule will be adjusted accordingly by the counselor.
- Other changes after the designated drop and add window will be made only for academic misplacement, as determined by the teacher, or medical necessity.

## **ELECTRONIC DEVICES**

Guidelines for Student Usage of Electronic Devices

1. All electronic devices, including, but not limited to, cell phones, smart devices, tablets, PCs, mobile presenters, wireless tablets, digital recorders, iPods, MP3 players, texting calculators, video/audio devices, digital cameras, laptops, or other disruptive technology are not to be used during class unless the teacher authorizes usage for a class-related purpose.
  - a. In particular, cell phones are to be turned off (not in the vibrate mode) and are not to be used during class time.
  - b. If the teacher gives permission for the use of a personal computer and/or digital recorder for note-taking, that is the sole purpose to which these devices should be used.
  - c. Personal electronic devices may be subject to search.
  - d. Examples of appropriate class-related purposes include, but are not limited to, accessing online textbooks, viewing Student Access, and use of calendar planner for academic organizations.
2. The use of any electronic devices during testing or exams, other than those sanctioned by the teacher in charge of the testing, is strictly prohibited. During the testing session, electronic devices are to be turned off and stored in a case, book bag, or purse, and may not be in the possession of the student during testing.
3. At no time may electronic devices be used in restrooms or locker rooms.
4. Students may access the internet, utilizing their own data plans (non-District portals), during class for only teacher-authorized, class-related purposes.
5. Students with disabilities or exceptional needs, who require electronic devices for their day-to-day functioning in the classroom, are to coordinate the use of electronics with their teacher, counselor, parent, and/or administration.
6. Any activity related to compromising the integrity of the District network will result in disciplinary actions.
7. Students may use electronic devices (not attached to the District's network) during the following time periods:
  - a. High School - Students may use electronic devices before school, after school, during breaks, or when directed to do so by the teacher.
8. Inappropriate use of electronic devices can carry over into the other portions of the student code of conduct, such as harassment, threatening statements, etc. As a result, the code of conduct for each of these areas will be enforced.
9. A student, who engages in any misconduct off school property (including the internet) that was initiated at school, is related to a school situation, brought into school, or is the result of disciplinary action being taken by school personnel will be subject to disciplinary action up to and including expulsion. PA 104 requires the exchange of information between the school and law enforcement agencies. The school must act upon information obtained through this act. The administration of RPS has the right to monitor social media publications that impact the school day.

## EMERGENCY PROCEDURES

### Lockdown

**Lockdown** is our procedure for a coordinated response to a potentially life-threatening situation in one of our buildings. When students hear the announcement of **Lockdown**, they are to follow the directions of the staff. If a student is out in the hall, he/she should go to the nearest classroom. Students in the restrooms should remain there until given directions. The **Lockdown** procedure drills shall be practiced in accordance with State of Michigan mandated drill guidelines.

### Fire Drills

When the fire alarm is activated, students will follow the direction of the staff. They will move as quickly as possible out of the building and remain together as a class. Teachers will instruct students to the safest exit route. Staff will close classroom doors and turn out lights after everyone has exited the classroom. Teachers will remain with their class. Once outside, teachers shall take attendance and advise administration or security if any students are missing or if they have students other than their own with them. Once the all-clear is given, all staff and students shall return to their classroom.

### Tornado Instructions

If there is a "Tornado Watch" or "Warning", students will be sheltered at school in designated areas as posted throughout the building.

## EQUITY POLICY FOR ALL STUDENTS

It is the policy of Rockford Public Schools to offer students the opportunity to participate in curricular and co-curricular programs, services, and activities without regard to race, color, religion, sex, national or ethnic origin, disability, sexual orientation, or social and family background.

While in school or participating in school-related activities, students, staff and volunteers are entitled to an environment free from:

- Discrimination and/or harassment.
- Slurs or innuendoes about race, color, religion, sex, age, nation or ethnic origin, disability, sexual orientation, or social and family background.
- Comments or actions related to race, color, religion, sex, age, nation or ethnic origin, disability, sexual orientation or social and family background that could interfere with an individual's school performance or participation in educational opportunities.
- Sexual advances, requests for sexual favors, or physical conduct of a sexual nature.

Students shall report policy violations directly or by Schoology message, OK2say, or through a parent/guardian to any district personnel. If the student wishes to remain anonymous, reports shall include as much information as possible (ex: who, when, where, witnesses, what). Administration will investigate allegations and respond in accordance with our Student Code of Conduct. Please note - substantiated case of a false claim in which a student willfully, intentionally, in bad faith wrongfully accuses another student or adult, shall result in disciplinary action as noted in the Student Code of Conduct.

## FIELD TRIPS

Prior to a student going on a field trip, a parent/guardian must have given electronic approval on family access. Without electronic approval, the student will not be allowed to leave the school. Parents/guardians will be notified prior to all field trips. Students on a field trip must take Board of Education approved transportation with school personnel supervision, unless transported by a parent or guardian.

## FINAL EXAMS

All students must take final examinations in all classes when they are given. The grade is averaged along with the progress report grade to determine the final trimester grade. Seniors taking mixed level classes may be required to take the exam with the class. Seniors with a "B" average or better and no unexcused absences or suspensions based on each class hour, with permission from teachers, may be allowed to waive 3<sup>rd</sup> trimester final exams.

## GRADES

Students are generally graded on the following basis:

Letter Grade	GPA	Percentage	Description
<b>A</b>	4.0	93% and above	Superior work quality
<b>A-</b>	3.7	90-92.99%	
<b>B+</b>	3.3	87-89.99%	Good work quality
<b>B</b>	3.0	83-86.99%	
<b>B-</b>	2.7	80-82.99%	
<b>C+</b>	2.3	77-79.99%73-76.99%	Average work quality
<b>C</b>	2.0	70-72.99%	
<b>C-</b>	1.7		
<b>D+</b>	1.3	67-69.99%	Generally less than minimum requirements

<b>D</b>	1.0	63-66.99%	
<b>D-</b>	0.7	60-62.99%	
<b>E</b>	0.0	N/A	Completed less than minimum class requirements, but demonstrated mastery (C+ or better) on final exam *For Rockford Virtual courses, the grade of E may only be achieved if the final exam is taken in person and proctored by a staff member.
<b>F</b>	0.0	<60%	Completed less than minimum class requirements
<b>CR - Credit</b>	N/A		Credit earned for the class, but no letter grade was assigned
<b>NC – No Credit</b>	N/A		No credit earned for the class and no letter grade was assigned.
<b>I - Incomplete</b>			An incomplete grade may be given to a student who, due to extended absences, does not complete the required work prior to the end of a grading period. All incompletes must be made up within one week of the conclusion of the grading period.

Weighted grades for Honors and AP courses are used for GPA and class rank (A = 5.0, B = 4.0, etc.).

Class rank is calculated at the end of each trimester. All grades for all classes for all students are used in calculating rank.

### GRADUATION REQUIREMENTS

RHS graduation requirements align with Michigan Merit Curriculum legislation, and go beyond with local requirements. RHS is the only high school in the State of Michigan which awards a guaranteed diploma: if any RHS grad is determined by an employer to be less than proficient in Reading, Mathematics, or Locating Information, RHS will provide the graduate with instruction to bring him/her to a proficient level.

#### Credits required for graduation: 27.5

(.5 credit equals 1 trimester, 1 credit equals 2 trimester)

<b>Course Requirements:</b>	<b>Credits Required:</b>	<b>Qualifying Courses and Other Notes:</b>
Computer Literacy - R	0.5	Business Tech, Multimedia, TV Studio 2, World Tech (WT) CAD, WT Structures, WT Manufacturing, WT Controls, WT Energy & Transportation, Product Design, KCTC (Accounting, Info Tech, Graphic Design, Mechatronics), Computers in 7th or 8th grade with C or higher. Rockford Public Schools: middle school Tech 1 and Tech 2 (must be both) with a grade of C or better.
Communications - R	0.5	Speech, Policy Debate, Theater, TV Studio 1.
English	4.0	English 9 English 10 English 11 or AP English Language & Composition English in 12th - two options: Option 1 - Senior Composition or Technical Writing PLUS one of: Contemporary Lit, Shakespeare, Psychology through Lit, Multicultural Lit, Sports Lit. Option 2 - AP English Literature & Composition.
Mathematics	4.0	Must include Algebra 1, Geometry, Algebra 2, and Math or Math-related in 12th grade. Credit may be earned in middle school. Math-related approved classes for 12th grade (please note that "math-related" classes do not count as a math credit for college admissions): Chemistry or Physics beyond the graduation requirements, WT Controls, Accounting, Business & Personal Finance, Financial Management, and selected KCTC courses (see your counselor for details). 4th-year math may be a repeat of Algebra 2.
Physical Education	1.0	Health & Phys Ed 9.
Physical Education - R	0.5	Additional 0.5 credit of Phys Ed, or participation in Marching Band or an RHS-sanctioned sport or club for two seasons. Approved clubs are Dance and Equestrian. A student may also apply for a waiver of this 0.5 credit for outside athletic activities; see your counselor for details.
Science	3.0	Earth/Science: 1.0 credit. Biology: 1.0. Chemistry and/or Physics: 1.0.
Social Studies	3.0	World Studies: 1.0 credit. American Studies: 1.0 credit. Economics: 0.5 credit. Government: 0.5 credit.
World Languages	2.0	2.0 credits of the same language. May be earned in grades K-8 under certain circumstances.

Visual, Performing, or Applied Arts	1.0	Art (all classes), Business (Marketing Communications, Multimedia), Communications (all classes), English (Writing for the Print Media, Yearbook), Life Management (Parenting Psychology, Clothing), Music (all classes), Tech Ed (all classes), qualifying KCTC programs (see your counselor for details).
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#### **Other Requirements:**

Credits Earned - R	27.5	Incorporated into RHS curriculum.
Online Experience		RPS requires students to pass a competency test, administered junior year. At the time of publication, students had to earn at least a Platinum, Gold or Silver score on the ACT WorkKeys test.
ACT WorkKeys		Good Faith Effort on testing sequence in March of junior year.

#### **Junior Testing Requirement - R**

R = Local RHS Graduation Requirement

A course may fulfill both a State and a local graduation requirement.

(R) = Rockford requirement. An individual class may be used to meet both a state requirement and a Rockford requirement.

Additional graduation requirements include:

- Total Number of credits 27.5
- Successful score on the District competency test ACT WorkKeys: Platinum, Gold or Silver level.
- Attendance at Rockford High School and/or River Valley Academy at least a full school year prior to graduation
- Good Faith effort on the Michigan Merit Exam (MME) or other state-approved assessment

## **COUNSELING**

### **General Procedures**

Counseling services are available to assist students with academic matters, personal problems, social issues, career choices, college selection, and scholarship applications. Students may see a counselor by making an appointment in the Counseling Office with the receptionist. Counselors monitor student academic progress and assist in post-high school planning in a variety of ways individually and in the classroom setting. Academic performance, career interest evaluations, student involvements, and work experiences are utilized in the process. Counselors have an alphabetical caseload of students, keeping the same students for their grade 10-12 years. This way the student, parent, and counselor can develop a working relationship. This also ensures that services are delivered to every student. Counselor caseloads are posted in the guidance office. Please check for your assigned counselor. Counselors are listed below:

#### **Freshman Center**

Jennifer Lutz & Riley Legge

#### **High School**

Rachel Kreuze (Head Counselor) & Kara Dixon, Kasey Sauder, Jon Taylor, and Sarah Young

## **HOMEWORK POLICY**

We believe that homework is an integral part of the educational process that reinforces and enhances learning. Teachers, students and parents need to cooperate to make homework a valuable experience. The following guidelines will help make learning more successful.

Homework for most classes can be found on Schoology

### **Teacher Responsibilities:**

1. Provide the students and parents with a written communication of the teacher's policies on homework, including:
  - a. How homework affects the final grade
  - b. Procedures for homework submission
  - c. Policies for missing, late, or incomplete work
2. Assign homework that enhances learning.
3. Demonstrate study skills applicable to the class.
4. Provide opportunity for students to receive feedback on homework.

**Student Responsibilities:**

1. Complete homework as assigned.
2. Complete own work utilizing necessary resources.
3. Manage time to complete work.
4. Understand what their assignment is. (Ask questions!)
5. Have necessary materials to complete homework.

**Parent Responsibilities:**

1. Establish homework as a family priority.
2. Provide a quiet study place in the home.
3. Help the child to schedule a regular study session.
4. Provide assistance and encouragement.
5. Monitor homework performance and insure completion of daily assignment.
6. Notify the teacher if persistent problems or difficulties are noticed during study times at home.

**Homework Includes:**

1. Assigned activities to be done at home to reinforce and/or extend learning.
2. Homework is that work assigned but not completed during the allotted school time. This work usually is expected to be completed at home and returned the day following its assignment or when it is due.
3. Special projects and reports which require added efforts at home.
4. Study required in preparation for tests and/or class work.
5. Opportunities for students to demonstrate mastery of the material.

**Homework/Classwork and Absences**

Students who miss class due to an excused absence shall be given the opportunity to complete the assigned work for full credit. To avoid an accumulation of work, students are encouraged to view Schoology and complete assignments as physically able while absent. Students unable to complete work during the absence shall be given additional time (1 additional day per day of excused absence) to complete and submit for full credit. The due date extension only applies to work that is assigned or administered during the absence.

**Homework Guidelines**

Grade Level	Time Suggested
7 and 8	60 - 80 minutes per night
9 - 12	75 - 120 minutes per night

The above figures are approximations. These figures may vary according to an individual student's test schedules, reports due, etc.

**IDENTIFICATION CARDS**

All students will receive a multi-use ID card. This card, in addition to being an ID card, can be used as a lunch debit card, a library card and needed for the bookroom. Every student should have his/her identification card in his/her possession while on campus or while attending school functions. Any student who does not have an identification card should see the secretary in the Food Service office. A \$3.00 replacement fee may be charged. As its name indicates, an identification card is for the purpose of identifying the holder of the card - in this case you, the student. On occasion, you may be asked to show your identification to a staff member or security personnel and failure to do so will constitute a violation of the discipline code and may result in disciplinary action.

**ILLNESS IN SCHOOL**

Students who become ill at school and do not report to class must immediately report to the attendance office. Freshman students please report to the main office or health room. The student will be attended to and a parent/guardian will be contacted by phone. Any student who becomes ill at school and does not report to the attendance office prior to leaving school will be held to the truancy policy.

**KENT CAREER / TECHNICAL CENTER****Attendance Policy**

The Rockford High School attendance policy is in effect for all Rockford High School students that attend Kent Career/Technical Center (KCTC).

**Driving Policy**

Rockford High School provides bus transportation to and from KCTC. Only students who get pre-approved parking permits from KCTC are allowed to drive to KCTC. Students who drive that develop poor attendance records are subject to having their permits revoked. Students who have approved parking permits to KCTC may transport themselves only. **2nd session** students who have classes at RHS before and after their classes at KCTC are required to ride school transportation (except with Administrator approval).

## **Suspension Policy**

Students suspended from Rockford High School will also be suspended from KCTC (unless administrative approval is given to attend).

### **LOCKERS**

Students will be assigned a locker for their use at the beginning of each school year. Students will be responsible for the contents of the locker and its upkeep. Students are advised that the lockers are owned by the school and are assigned on a temporary basis. The building administration, therefore, reserves the right to inspect the contents of any locker at any time when, in the opinion of the school official, he/she is acting to protect the health, safety, and welfare of the school community, to enforce school rules, and/or there is a reasonable suspicion that the search will produce evidence of a violation of school rules relating to the health, safety, or welfare of the student body or staff. In the event of such an inspection, every effort will be made to have the student present when the inspection takes place. Students **MAY NOT** change or use lockers from those originally assigned without permission from an administrator.

### **LUNCH/ BREAKFAST PROGRAM**

The school food service program provides a planned, well-balanced menu featuring a main dish and ala carte items daily, including a food line. All of the serving lines are computerized and a debt account can be set up for each student and money may be deposited in this account any time during the three lunch periods. Students will be able to use this money for food items only and any refund of money in accounts will be sent by check upon request of the parent/guardian. Students must remain in the cafeteria or other designated areas during lunch/breakfast. Students are not to be in the academic or athletic wing during lunch periods. All food or beverages must be consumed in the cafeteria area.

### **MEDIA CENTER RULES**

To be distributed at the building level.

### **MEDICATION PROCEDURES**

- Students may not possess medications in school, except in the case of emergency, such as inhalers or epi-pens.
- Parents must submit a medication permission form to the nurse's office.
- No medications will be administered to a student without written permission from the parent/guardian.
- All medications must be brought to and from school by the parent/guardian.
- All medications must be in the original container and the label must include the student's name, doctor, medication, and dosage.
- Any changes in the type of drug, dosage, or time of administration should be accompanied by a new physician and parent permission signature.
- All medication must be stored in the nurse's office.
- In cases where a deviation is necessary (inhaler, epi-pen), arrangements and procedures will be coordinated by the school principal in consultation with the school nurse.
- Unused medications must be claimed by the parents at the end of the school year, or they will be discarded.
- Secondary students participating in after school or away events may self-administer *non-prescription* medication provided all rules/regulations for After School Hours/Out of District are followed, including:
  - Prior written permission from the parent and administrator is obtained;
  - Prior approval must be obtained from coach/advisor/athletic administrator. Permission forms are available in the athletic department or from school advisor.

### **MONEY AND VALUABLE ARTICLES**

Rockford High Schools is not responsible for items not locked up. Use lockers in the hall or PE locker rooms to protect all valuables. Rockford Public Schools encourages students to not bring valuables to school. Please do not bring large amounts of money to school. All valuable articles should be in possession of the owner at all times. The school cannot accept responsibility for stolen money or other articles, to include but not limited to iPods, MP3 players, cell phones, etc.

### **NATIONAL HONOR SOCIETY**

Selection to the National Honor Society (NHS) is carefully controlled by the NHS at the national level. Each chapter is given a charter based upon a pledge to uphold the NHS by-laws. These rules cover who may be selected. Rockford High School criteria for induction into the NHS:

1. Be a sophomore or junior and have completed the 2<sup>nd</sup> trimester of their junior year in high school
2. Have a minimum 3.75 GPA.
3. Proof of service, leadership, and character
4. Be in attendance for one year prior to application.
5. Be reviewed by the Faculty Council (students are selected by the Faculty Council\*\*)

**\*\*After a student has been nominated, he/she is then given the opportunity to submit evidence of character, service, and leadership including: (1) a list of activities they have been involved in, either inside or outside of school, (2) a letter of recommendation, (3) two personal essays stating their character and what they would contribute to NHS. Once all the information has been accumulated, the Faculty Council meets to review the total evidence supplied by each applicant. The decision of the council is based on all of the information presented.**

**PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences are planned for the fall, winter, and spring of each school year. Teachers will be available to meet with parents to discuss student progress. Parents are encouraged to contact their student's teachers at any time during the year. A schedule of conference dates and times will be announced through Family Access.

**PARKING GUIDELINES**

**PARKING ON SCHOOL PROPERTY IS A PRIVILEGE, NOT A RIGHT**

- 1. Parking permits are **required** to park at Rockford High School and are purchased every year. Students may park their vehicles in the lot designated. Seniors may park in the senior lot, tennis lot, or underclassmen lot. All juniors, sophomores, and freshman will park in the underclassmen lot, which is the largest lot east of the athletic entrance that borders the Freshman Center.
- 2. Parking permit costs per school year are as follows: \$20.00 for first permit. If you have multiple students that drive to Rockford High School, each additional permit is \$10.00. If your sticker is lost, stolen, or is on a vehicle that is in an accident or replacement during the school year there will be no cost for replacement
- 3. All permits must be **displayed on the backside of the inside rear view mirror**. Parking sticker must be visible. (If you are unsure of this location, see any security officer and he/she will assist you.)
- 4. **If you are driving a vehicle other than your currently-registered vehicle, you must sign it in at the main office upon arriving to school.**
- 5. Vehicle must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lots. Vehicles must be driven safely and must yield to pedestrians. Students parking outside the painted lines or designated parking spots may be ticketed, disciplined, or vehicle towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot will be subject to disciplinary action.
- 6. The staff lot is for school staff, personnel, and visitors designated by administration. This lot **MAY NOT** be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.
- 7. The school is not responsible for student vehicles, damage to vehicles, any possessions left in them, or anything attached to the vehicles. **STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK.** Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.
- 8. Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in student discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.
- 9. Discipline for parking violations or misconduct includes all disciplinary measures in the Student Discipline code and/or withdrawal of parking privileges.

**PLEDGE OF ALLEGIANCE**

All students have an opportunity to recite the Pledge of Allegiance to the United States flag each day.

**PROGRESS REPORTS**

The purpose of the progress report is to communicate student performance. Parents/students have the ability to view current grades at all times throughout a trimester using Family Access.

**REFERRAL AGENCIES**

**For all ages, all needs (mental health, food, etc.):**

United Way Quick Referral ..... 2-1-1



**Hotlines – For Kids Who Need Help**

National Hope-line Network .....	800-442-4673
U.S. Department of Health & Human Services, Substance Abuse Services Administration .....	800-662-4357
Poison Control Centers .....	800-222-1222
National Runaway Switchboard .....	800-786-2929
National Eating Disorders Association .....	800-931-2237
Pax Real Solutions to Gun Violence .....	866-773-2587
Girls & Boys Town National Hotline .....	800-448-3000
Covenant House Hotline .....	800-999-9999

**General**

Network 180 .....	616-336-3909
United Way First Call for Help .....	616-459-2255

**Runaway**

Bridge for Homeless Youth Services .....	616-451-3001
17th Circuit Court/Crisis Intervention Program.....	616-632-5861
RAP Line (Runaway Assistance Program) .....	1-800-292-4517

**Mental Health**

Network 180 .....	616-336-3909
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**Child and Family Resource Council**

Child & Resource Council .....	616-454-4673
Kent County Department of Protective Services .....	616-247-6300

**Services for Children and Families**

Arbor Circle .....	616-456-6571
Bethany Christian Services .....	616-224-7550
Child & Family Resource Council .....	616-454-4673
DA Blodgett Services.....	616-451-2021
Family Outreach Center .....	616-247-3815
Life Guidance Services .....	616-954-1992
Wedgewood Youth & Family Services .....	616-942-2110

**Substance Abuse**

Al Anon, Ala-Teen .....	616-222-0632
Pine Rest – Demey Clinic .....	616-242-6400
Project Rehab: Dakotah/Shilo Treatment Center .....	616-776-0891
St. John’s Home .....	616-451-2021

**Suicide Prevention**

Network 180 .....	616-336-3909
Forest View Hospital .....	616-942-9610
Pine Rest Crisis Unit.....	800-678-5500

**SEARCH AND SEIZURE**

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's or parent's consent. When a student refuses a search, a reasonable effort will be made to contact home to acquire consent from a parent. If a student and parent refuse the search based on reasonable suspicion or there is reasonable evidence to suggest that the student violated the student code of conduct, this will be viewed as an admission of guilt, and the student will receive the consequence for the defined violation for which the search was being conducted.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy. All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

**REPORTING AGENCIES**  
**SILENT OBSERVER/OK2SAY INFORMATION**

**Goals**

The goals of these programs is to make the environment in the middle and high schools safer by providing an avenue to anonymously report the presence of dangerous weapons, drugs, major thefts, and damage of property within or upon school property; and to give students the opportunity to empower themselves by stopping crime from occurring.

**Reporting Procedure**

Parties reporting information are to utilize either OK2SAY or Silent Observer at the number below. The caller is to provide the necessary information to OK2SAY or Silent Observer staff.

- OK2SAY – text 65279 – [mi.gov/ok2say](http://mi.gov/ok2say)
- SILENT OBSERVER - 616.773.2345 – [silentobserver.com](http://silentobserver.com)

All tips will be investigated by school and/or police. As a caller or tipster you may never know the outcome of the investigations.

**RESTORATIVE PRACTICES**

Rockford Public Schools will consider the inclusion of Restorative Practices in all appropriate disciplinary situations. Restorative Practices are actions with the purpose of repairing harm. Restorative Practices are also useful in helping the offending student understand the impact of his/her actions. Examples of restorative practices include:

- Reflection Form or Learning Opportunity
- Restorative Conference between Offender and Victim
- Apology
- Payment of Restitution
- Repair/Clean Vandalism
- Make Up Time Missed
- Counseling/Therapy
- Behavior Contract

Restorative Practices do not replace disciplinary consequences, but will be used in conjunction with discipline that warrants suspension. Restorative Practices will not be used when considerations indicate that:

- The offending student is unwilling to participate.
- The practices could cause further harm or discomfort to the victim.
- There is a significant perceived threat of safety.

**SALES AND SOLICITATIONS**

All sales and solicitations within the school or school grounds by individuals or groups must have the approval of an administrator. All school club or group fundraisers must have previously completed the fund raising request form and received administration approval. A student may not sell any item(s) to school personnel or another student for individual profit.

**SEXUAL HARASSMENT POLICY**

**Policy Statement**

The Rockford Public Schools' sexual harassment policy prohibits sexual harassment of students and staff. Sexual harassment of students disrupts the educational process and interferes with the District's commitment to provide a stable learning environment to its students. All students are expected to conduct themselves with respect for the dignity of others. The Rockford Public Schools, because of its desire to prevent and prohibit sexual harassment of its students and staff, adopts this policy to give notice that sexual harassment of students and staff is wrong and will not be tolerated by the District.

**Definition of Sexual Harassment**

Sexual harassment includes, but is not limited to, any unwelcome or unwanted sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature that is unwanted by, or unwelcome to, the student, and/or has the purpose or effect of substantially interfering with a student's educational environment. Such conduct or communications may be illegal and will subject the harassing student to appropriate corrective action, including discipline, when such conduct or communication has the purpose or effect of substantially interfering with the other student's education or creates an intimidating, hostile, or offensive educational environment. Sexual harassment of students may take many forms. Examples of conduct prohibited by this policy include, but are not limited to, the following:

1. Verbal harassment or abuse of a sexual nature.
2. Pressure for sexual activity.
3. Repeated remarks with sexual or demeaning implication to students.
4. Unwelcome touching of a sexual nature.
5. Suggestions or demands of sexual involvement that are accompanied by implicit or explicit threats.
6. Sexual name calling, gestures, jokes, and spreading sexual rumors about students.

## **Reports of Sexual Harassment**

The District encourages any student who believes he/she has been subjected to sexual harassment to report his/her concerns directly to any building principal or counselor (they will also explain the complaint procedure). Complaints or reports of sexual harassment shall be handled as confidentially as possible. However, in certain circumstances, the District may be required by the Child Protection Law to report child sexual abuse to the Department of Social Services or other designated law enforcement agency. All reports or complaints of sexual harassment will be promptly investigated by appropriate District representatives. Any student who violates this policy will be subject to appropriate corrective action, including suspension or expulsion. The District prohibits retaliation against students who file or make such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon an individual's status, nor will it affect a student's grades or work assignments. However, the District will take appropriate action if it finds that a student has deliberately filed a false complaint.

## **STUDENT ASSISTANCE PROGRAM**

A K-12 Student Assistance Program, based within the school, provides a means for schools to continue quality education in the classroom while providing a mechanism for addressing high-risk behaviors in youth that interfere with their academic and/or social development. The objective of such a program is to assist, identify, refer, and follow-up with students experiencing, or at high risk for, problems, depression, suicide, incest, family violence, family problems, or health-related issues. The Program links school systems with local networks or community agencies and resources in providing appropriate assistance to students. If in need of these services, contact your counselor.

### **Action Steps for Students**

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselors to find out how you can get involved and do your part to make your school safe. Here are some ideas that students have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult, such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model - take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult, such as a school psychologist, social worker, counselor, or teacher if you are experiencing intense feelings of anger, fear, anxiety, or depression.

### **Tips for Parents**

Parents can help create safe schools. Here are some ideas that parents have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he/she sees on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he/she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, setting fires, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child, even when it is tough. Encourage your child to always let you know where and with whom he/she will be. Get to know your child's friends.
- Listen to your child if he/she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.

- Be involved in your child's school life by supporting and reviewing homework, talking with his/her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before-and-after school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

### **STUDENT COUNCIL**

The Mayor serves as presiding officer over the council and serves the student body in a leadership capacity school. Laws and rules governing the student body are made by the School Council. Membership to the Council is made up of representatives elected by each of the grades, as well as class presidents, and a faculty representative. Commissions appointed by the executive heads are assigned various tasks in the operating of the school.

### **STUDENT RECOGNITION**

Each month students can be nominated by their teachers for outstanding effort, a job well done, or substantial improvement in a class. Nominees will have pictures posted in a showcase and receive a certificate of recognition.

### **DISCIPLINE CONTINUUM**

Homework is expected to be turned into the teacher upon students return to school unless other arrangements have been previously communicated between teacher and student. Students under suspension may not attend any school related activities.

#### **School Detentions**

This practice can be implemented by teachers or administrators as a form of discipline correction. Supervised detention may be assigned after school. Parents will be notified when detention is assigned. Students are required to report for detention with school work. Transportation to detention and home from detention is the responsibility of the student and parent. Failure to report for assigned detentions may result in additional after school detentions. Alternatives to the detention can be arranged if parent contact is made with the assistant principal.

#### **After-School Detentions**

After-school detentions assigned by administrators for violations of truancy and other minor disciplinary infractions are typically held from 2:36-4:00 P.M. on Wednesdays. Those students who choose not to attend the after-school detention will be assigned a Saturday School.

#### **Saturday School**

The intent of Saturday school is to keep students in class, and may be used in lieu of an out-of-school suspension. Saturday school sessions will be scheduled once or twice per month and take place from 7:30-10:00 am. If a student chooses not to attend an assigned Saturday School, that student will be suspended out of school on the following Monday.

#### **Snap Suspension**

In accordance with State law and Rockford Board of Education policy, snap suspensions may be issued by Rockford Public School teachers in accordance with the following definitions, policies, and procedures. A teacher is authorized to immediately remove and suspend a student from a class, subject, or activity for up to one day for violation of the following inappropriate behaviors as defined by the student discipline code of conduct: 1) harassment/bullying and/or sexual harassment; 2) profanity/obscenity; 3) insubordination/insolence; 4) gross misbehavior. Note: All other violations of school policy should be referred to school administration.

#### **Snap Suspension Procedure**

1. The teacher must complete a snap suspension referral form to inform administration of the suspension before the end of the class, subject, or activity.
2. The teacher must send the student being suspended (with an escort) to the office as soon as the student is removed from the class.
3. The teacher will contact the parent/guardian of the student by phone by the end of the day, or in writing within two school days, to request that the parent/guardian attend a conference to discuss the student's inappropriate behavior. An administrator will be present at the conference if requested. The school counselor, psychologist, or social worker shall also attend this meeting if requested by the parent/guardian or school.
4. The student shall not be returned to the classroom that day unless the teacher and administrator agree it is appropriate.
5. The teacher will maintain written documentation of the snap suspension and place a copy in the student's discipline file.

### **Out-of-School Suspension**

Out-of-school suspensions will result for serious misconduct and/or as part of the progressive disciplinary action to help students modify unacceptable behavior(s) when it appears other measures are ineffective. Exclusion from school-related activities will occur until the student returns from suspension. Homework will be made available.

### **Appeal Procedure**

Students receiving a suspension may appeal in writing to the building principal within 24 hours regarding the suspension. A summary of the hearing and action taken will be provided in writing to the student.

### **Expulsion Procedure**

Students who are guilty of continued serious misconduct according to Board Policy may be recommended to the Board of Education for expulsion from all schools in the District, according to the following conditions:

1. The principal of the school with the restorative practices team shall exhaust all means of bringing about a correction in the misconduct and shall have brought the case before the Superintendent or the Superintendent's delegate.
2. Juvenile authorities and law enforcement agencies shall have been consulted if they are involved.
3. Parents shall have been consulted freely and all possible support from them shall have been secured.
4. The assistant principal, or his/her delegate, shall suspend the student until the time of the next Board meeting, at which time the student's name will be presented to the Superintendent and hence to the Board of Education with a recommendation.
5. The Board of Education will arrange for a review of the case at a closed session with the parents and the principal, and other parties involved and expulsion will be determined by the Board of Education.
6. A complete written record of each case is to be kept and submitted to the Board of Education 48 hours in advance of the Board of Education meeting when this hearing will be held.
7. Expulsion means that the student's relationship with the Rockford Public Schools is terminated. This includes access to school property and school-related events

### **Reinstatement of the Student - Request**

1. Reinstatement following the expulsion can only be granted formally by the Rockford Board of Education, if a formal application for reinstatement is submitted. Requests for reinstatement must be directed to the Assistant Superintendent of Instruction.
2. A reinstatement hearing will be held within 10 school days after receiving the formal application for reinstatement.
3. The Board of Education, after hearing from the parent, student and administrator, will reach a decision whether to reinstate the student or reject reinstatement.
4. Once a decision is made by the Board of Education, the process is complete. If the decision was made to reinstate the student, the administrator will decide on proper placement, educational program and possible behavior plan.

### **TARDINESS**

All students with excused, pre-arranged (doctor, dental, etc.) tardies to school must report to the attendance office upon arrival at school. All students arriving before 8:00 A.M. will be considered tardy, and must report to the attendance office. Any student missing more than 20 minutes of class will be considered absent for the class.

### **Tardy Policy**

1. Students will be allowed **two free tardies for each class** each trimester. Teachers will record tardies and keep track of accumulated tardies.
2. On the **third tardy**, a 30-minute detention will be issued.
3. **Tardies beyond the third** in a single class will result in additional consequences, which may include lunch detention, after-school detention, or Saturday School.
4. On the **seventh tardy**, the principal will schedule a meeting with the student, and the student's parent to develop an attendance improvement plan, which will address the cause of the tardiness and identify consequences that may improve timely attendance, which may include revocation of driving privileges.

The following is a partial list of what are considered unexcused tardies:

- Oversleeping or the alarm not going off.
- Missing the bus.
- Car problems of any kind. A bus is provided for your transportation. If you choose to drive or ride with someone else, be prepared to be unexcused for vehicle breakdowns.
- Bad road conditions, unless the administration excuses you. Again, if you choose to drive yourself or ride with someone else, give yourself enough time to arrive to school on time and safely.
- Riding with another student who forgets to pick you up. It is your responsibility to get to school on time, not someone else's.

### **Tardiness Between Classes**

If a teacher has detained you and made you tardy to your next class, that teacher will give you a slip that will admit you to the class without penalty. If, however, you are tardy for any other reason, you must account to the teacher to whose class you are tardy.

**No tardy slip will be issued by the office in these cases.**

## TELEPHONES (OFFICE)

Except in emergency cases and for school business, use of the office telephone is not granted to students. Emergency messages only will be taken in the office and delivered at the close of school.

## TEST INFORMATION

### MME (MICHIGAN MERIT EXAM)

The MME consists of the SAT college entrance exam, the WorkKeys exam, and State of Michigan tests known as M-Step. The MME is given to all high school juniors in the state beginning in April. Students are required to take the MME in order to graduate from RHS. The MME will be used to determine whether students are meeting or exceeding the Michigan Curriculum Standards. Students will also be able to submit their SAT test score for admission to colleges and universities. For more information regarding the MME, visit: [www.michigan.gov/mme](http://www.michigan.gov/mme). For information regarding the SAT, visit: [www.collegeboard.org](http://www.collegeboard.org).

### TESTING OUT

In compliance with state law, Rockford Public Schools provides the opportunity for students to “Test Out” of a subject area by demonstrating mastery of that subject area’s content and skills, and thereby earn credit. Although a student earns credit, he/she does not receive a letter grade nor is the credit computed in the student’s grade point average. A “CR” is noted on the transcript to indicate credit earned.

TESTING OUT IS AN INDEPENDENT LEARNING EXPERIENCE WITH NO SUPPORT FROM THE SCHOOL OR A TEACHER. Students will take a comprehensive examination on the assigned date given when materials are picked up. There are no other dates for testing out.

#### Testing Out: Why?

- Allows student to advance or accelerate when they have already mastered content and skills.
- Allows student to **earn credit** for a course for which they already have sufficient knowledge.
- Allows student to create additional opportunities to enroll in elective courses that might not otherwise fit into their schedule.
- Provides an opportunity for students to demonstrate mastery of concepts obtained through prior experiences.

#### Testing Out: Why Not?

- The required courses in Rockford Public Schools reinforce content and develop skills necessary to be career and college ready. We want to make certain that all students have strong foundational skills.
- Students benefit from the opportunity to construct knowledge in the context of interacting with peers during classroom time.
- Not every skill can be assessed on the exams, and therefore a student may not have some essential skills emphasized by taking the course.
- Practices require practice.
- Passing an exam with a score of 78% will allow a student to earn credit and skip a class, but to what extent will the other 22% negatively influence their future learning? Many courses rely heavily on prior knowledge.
- Consider the challenge of learning an entire course in a short time period. Is the depth of learning from this approach equivalent and suited to long-term mastery? This question is particularly relevant if the content area is one for which the student intends to pursue advanced study.
- Courses for which you earn credit by testing out are not used in the calculation of grade point average for NCAA eligibility.

Rockford High School, in compliance with the School Code of Michigan, (Public Act 335, Section 1279B, of the State School Code), will allow students to “test out” of specified courses. These tests will be sound demonstration of course mastery based on the standards of learning expected of the students enrolled in the same course. Because some end-of-year tests do not serve as comprehensive measures of content and skill “mastery” as expressed in the Michigan School Code, students may be required to demonstrate a reasonable degree of mastery either through a written examination, written papers, projects, portfolios, or other comparable forms.

1. This policy will apply equally to all students at Rockford High School.
2. Course advancement or waiver will only be granted for a C+ (78%) or better. Credit earned is to be based on a passing grade C+ (78%) and will not affect the student’s GPA.
3. Students may not receive credit thereafter for a lower course in the course sequence concerning the same subject area.
4. Students can take the “test out” option one time only for a specific course. Students may not attempt to “test out” of a course more than once, and may not “test out” of a course they failed.
5. Testing out is offered one time a year.
6. Registration for testing out will be in April thru May ; testing takes place in August.

## **TEXTBOOKS**

Students who use textbooks, supplies, library materials, or equipment issued by Rockford Public Schools are expected to return these materials in good condition. Students failing to return these items will not receive their report card or diploma until full payment for the items has been made. Students are required to show student ID when checking out and returning text books.

## **TITLE IX, SECTION 504, AGE DISCRIMINATION ACT AND TITLE II**

The government has made legal provisions to ensure that no person is discriminated against based on race, color, national origin, sex, age, disability, religion, height, weight, or marital status. In order to protect these rights and assure compliance, the Rockford School District has appointed Mrs. Korie Wilson-Crawford, Assistant Superintendent for Human Resources, as Coordinator of Title VI, Title IX, Section 504, the Age Discrimination Act, and Title II. Inquiries concerning the application of, or grievances for, any of these regulations should be addressed to: Mrs. Korie Wilson-Crawford, Assistant Superintendent for Human Resources, Rockford Public Schools, 350 N. Main Street, Rockford, Michigan 49341. Phone: 616-863-6554. Any person, who feels that the rights of an individual have been misused in relationship to the provision of equal opportunity in any educational programs and activities, or in employment, may contact Mrs. Korie Wilson-Crawford.

**18 year old release:** Paperwork for an 18 year old release may be picked up from the main office from September through April each school year.

## **VISITORS**

- No student visitors are allowed during the school day from 7:40 A.M. until 2:30 P.M.
- Parents are welcome to visit any time. Please stop in the office to sign in the Visitor Management System.
- Guest speakers and sales representatives are to report to the office.
- Anyone who would like to meet with a teacher may do so by making an appointment.
- Anyone wishing to talk with a student (other than the parent) must receive permission from an administrator.

## **WEAPONS-FREE SCHOOL ZONE POLICY**

The Board of Education of Rockford Public Schools, as both an employer and a public school district, is concerned with and interested in protecting the health, safety and welfare of students, employees, and visitors. The Board recognizes that school buildings, facilities, vehicles, grounds, and other school property are best utilized in the educational process in the absence of threats to physical well-being and safety, by individuals possessing weapons and/or dangerous articles.

In this interest, and under the terms of this policy, Rockford Public Schools shall be designated a Weapons-Free School Zone. No person shall possess a weapon on school property unless:

1. They are serving in the capacity of a peace officer; or
2. They are a person with prior permission from the Superintendent or his/her designee that a weapon may be possessed for educational or safety purposes; or
3. They are otherwise exempt under Michigan law.

Furthermore, the Board of Education of the Rockford Public Schools (or the Superintendent) shall permanently expel a student from attending school in the District if the student possesses a weapon or dangerous article on District grounds or at District or school events. Such expulsion is mandatory unless the student establishes in a clear and convincing manner at least one of the following:

1. That the object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
2. The weapon or dangerous article was not knowingly possessed by the student.
3. The student did not know, or have reason to know, that the object or the instrument possessed by the student constituted a weapon or dangerous article; or
4. That the weapon or dangerous article was possessed by the student at the suggestion, request, or direction of, or with the express permission of school or police authorities. Expulsions mandated under this policy shall be imposed in accordance with the procedures for student discipline as established by the District, and as set forth in the student handbook or other appropriate documents.



### WITHDRAWAL AND TRANSFER FROM SCHOOL

The following is required for a student withdrawing from or transferring away from Rockford Public Schools.

- Parent/guardian authorization to withdraw or transfer
- Obtain appropriate form from the counseling office
- Pay all fines and fees
- Return all books or make restitution
- All classes must be cleared by teacher's signature
- Books are cleared in library by librarian's signature
- Take completed form to the counseling office for final clearance.

### WORK PERMITS

By Michigan law, all students under 18 years of age must file a work permit prior to actually working. The work permit may be picked up in the main office. It has three parts: the employer fills out part one, the student fills out part two, and the school gives approval on the third part. After the employer and student parts are completed, the student needs to bring his/her **birth certificate or driver's license** with the permit to the main office for final validation and approval. Work permits are not issued during regularly scheduled school vacations (i.e. Thanksgiving, Christmas, Spring Break, Good Friday) during the school year.

## 2024-2025 DISCIPLINE CODE OF CONDUCT

The Rockford Board of Education does hereby establish the following categories of misbehavior that may result in suspension or expulsion from school of any student regardless of age, under its jurisdiction. The student may be referred to the Student Assistance Program for referral to an appropriate support agency. This list is offered as an example of unacceptable behavior and is not intended to be all-inclusive. These policies are applicable to all school-related activities and also apply while the student is on school property, before or after school, and in-route to and from school on District-provided transportation.

The disciplinary action identified for the various types of unacceptable behavior enumerated in the student disciplinary code of conduct states the minimal disciplinary action. The District reserves the right and discretion to impose more severe disciplinary action, up to and including expulsion, for unacceptable behavior regardless of whether it is the first offense. Additionally, when appropriate, school administration reserves the right to deny any student that receives disciplinary action the privilege of attending school activities such as roller skating, dances, athletic contests, etc.

When possible, Rockford Public Schools believes in using restorative practices either in conjunction with or in lieu of traditional school consequences as outlined in the code of conduct. Essentially, the idea is to repair the harm that has been done by the student(s), involving the student(s) as much as possible in the process. Potential benefits of including restorative practices include improved school climate, reduction in student-student and student-staff conflicts, and reductions in suspension and expulsion.

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<p><b>1. Academic Dishonesty:</b> Any situation in which a student copies the work of another, submits the work/thinking/writing of another as their own, violates testing protocol, uses resources beyond those explicitly allowed by the teacher, or helps another student engage in academic dishonesty. Students may not claim artificial intelligence generated content as their own authentic work. The inappropriate use of artificial intelligence such as but not limited to ChatGPT will result in appropriate disciplinary action.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Student will receive zero credit on assignment, paper, quiz, and/or test</li> <li>• After-school detention for minor offense</li> <li>• One to three-day suspension for major offense</li> <li>• <b>**Rockford Virtual students will be required to meet with the virtual principal at the first offense and will be required to return to in-person learning following a second offense.</b></li> </ul>
<p><b>2. Aggressive Behavior:</b> (student to student) Any form of physical or verbal action that results in harm to others.</p> <ul style="list-style-type: none"> <li>• Physical actions such as hitting, shoving, tripping, kicking, spitting, pinching, or poking.</li> <li>• Interfering with, hiding, damaging, extorting, or stealing another's property.</li> <li>• Offensive, insulting, or obscene gestures with hands, fingers, or face.</li> <li>• Written or spoken name-calling, put-downs, humiliating or degrading remarks, taunting, harassment, threats, offensive graffiti, directed profanity, degrading sounds such as animal noises, or insulting a person's family, religion, ethnicity, or disability</li> <li>• Hate speech or actions that include racial slurs, supremacist remarks, voiced or written support of hate groups, written hate symbols, or other actions intended to intimidate a historically marginalized group.</li> <li>• Undermining the person's relationship with others by arranging social exclusion and shunning, spreading rumors, setting a person up to be publicly humiliated, revealing private and confidential information to embarrass others, sabotaging a friendship, forcing others to act against their will</li> <li>• Any form of hazing that has the purpose or effect of causing injury, discomfort, fear, humiliation, suffering, or exclusion from a group</li> </ul>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> Up to five-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Five-day minimum suspension and/or expulsion</li> <li>• <b>3rd Offense:</b> Ten-day suspension and/or expulsion</li> </ul>

<p><b>2a. Aggressive Behavior:</b> (student to District employee, volunteer, contractor, or any visitor) No student shall engage in, or threaten to engage in, physical action upon an individual.</p> <p><i>*The rubric for minor aggressive/mean behavior is located on page 15</i></p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal's discretion)</li> <li>• <b>1st Offense:</b> Five-day minimum suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Expulsion</li> </ul>
UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<p><b>3. Alcohol and Drugs:</b> This section pertains to alcohol, drugs, narcotics, unauthorized prescription drugs, look-alike drugs, synthetic substances, anything represented as a drug, anything represented as alcohol, or any related paraphernalia.</p> <p><b>3a. Prescription Drugs:</b> This section pertains to unauthorized use or possession of a prescription drug prescribed for his/her personal use.</p>	<p><b>Possession of, Use of, or Under the Influence of:</b></p> <p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Notify police (unless unwarranted)</li> <li>• Up to ten-day suspension and/or expulsion</li> </ul> <p><b>2<sup>nd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Notify police (unless unwarranted)</li> <li>• Minimum 5-day up to 10-day suspension and/or expulsion</li> </ul> <p><b>3<sup>rd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify Parent</li> <li>• Notify Police (unless unwarranted)</li> <li>• 10 day suspension or expulsion</li> </ul> <p><b>Delivery of, sale of, attempted delivery or sale of:</b></p> <p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Notify police (unless unwarranted)</li> <li>• 10-day suspension and/or expulsion</li> </ul> <p><b>Prescription Drugs: Possession of:</b></p> <p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Up to a 3-day suspension</li> </ul> <p><b>2<sup>nd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Up to a 5-day suspension</li> </ul>
<p><b>4. Arson:</b> Purposefully setting fire to school property, or personal belongings for the purpose of doing damage or injury.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal's discretion)</li> <li>• Expulsion</li> <li>• Seek payment of damages</li> </ul>
<p><b>5. Assault, Physical</b> (student to District employee, volunteer contractor, or any visitor): Causing or attempting to cause gross or serious harm to another through intentional use of force or violence</p> <p><b>5a. Minor Assault:</b> Intentionally causing or attempting to cause physical harm to another through force or violence with circumstances that warrant consideration.</p> <p><b>5b. Assault, Physical</b> (student to student):  <b>Major Assault:</b> Intentionally causing, or attempting to cause gross or serious physical harm to another through force or violence.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal's discretion)</li> <li>• <b>1st Offense:</b> Five-day suspension and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal's discretion)</li> <li>• <b>1st Offense:</b> Suspension (one-day minimum) or short term expulsion (up to ten days) or expulsion</li> <li>• <b>2<sup>nd</sup> Offense:</b> Suspension(up to ten days) and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police</li> <li>• <b>1st Offense:</b> Up to ten-day suspension and/or expulsion</li> </ul>

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<p><b>6. Bullying:</b> Behavior that is directed at one or more students and is intentional and/or repeated.</p> <ul style="list-style-type: none"> <li>Substantially interferes with educational opportunities, benefits, or programs;</li> <li>Adversely affects the ability of a student to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and</li> <li>Is based on a student's actual or perceived distinguishing characteristic (i.e., race, color, religion, ancestry, national origin, gender, physical features, sexual orientation, gender identity and expression, a mental, physical, or sensory disability or impairment, or by any other distinguishing characteristic), or is based on an association with another person who has, or is perceived to have, any of these characteristics.</li> </ul> <p><b>Cyber Bullying:</b> Willful and/or repeated harm inflicted through the use of computers, cell phones, and other electronic devices and/or social networking sites. Could include the development of a website used to promote and disseminate defamatory content.</p>	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1st Offense:</b> Up to three days suspension and/or expulsion</li> <li><b>2nd Offense:</b> Three to five-day suspension and/or expulsion</li> <li>Refer to police (at principal's discretion)</li> </ul>
<p><b>7. Computer Misconduct:</b></p> <ul style="list-style-type: none"> <li>Possession and/or use of unauthorized software (including but not limited to music, movies, and games);</li> <li>Logging in as another student or teacher;</li> <li>Tampering with a teacher's equipment;</li> <li>Circumventing security software;</li> <li>Destruction, deletion, or modification of files;</li> <li>Unauthorized access to network, network modems, or computer stations;</li> <li>Physical destruction or disassembling of computer equipment including peripherals and cables;</li> <li>Use of the internet to view, print, copy, or distribute materials deemed inappropriate, profane, sexual, or unethical nature.</li> </ul>	<p><b>Minor:</b></p> <p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Suspension of computer privileges</li> <li>Up to 1-day suspension</li> </ul> <p><b>2nd Offense</b></p> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Suspension of computer privileges</li> <li>Up to 3-day suspension</li> </ul> <p><b>Major:</b></p> <p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Suspension of computer privileges</li> <li>Up to 3-day suspension</li> </ul> <p><b>2<sup>nd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Suspension of computer privileges</li> <li>Up to 3-day suspension</li> </ul>
<p><b>8. Driving, Careless or Reckless:</b> Any driving on school property that creates a potential hazard or danger.</p>	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police (at principal's discretion)</li> <li>Loss of driving privileges</li> <li>Up to three-day minimum suspension and/or expulsion</li> </ul>

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<p><b>9. Electronic Devices:</b> Unauthorized use of electronic device including, but not limited to, cell phones, iPads, etc. during the school day (7:40 A.M. – 2:30 P.M.).</p> <p>NOTE: Electronic devices. Used to violate other policies, will be disciplined according</p>	<p><b>1<sup>st</sup> Offense</b></p> <ul style="list-style-type: none"> <li>▪ Verbal warning</li> <li>▪ Device will be returned at the end of the school day if appropriate</li> </ul> <p><b>2<sup>nd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>▪ Notify parent</li> <li>▪ Detention</li> <li>▪ Device will be returned at the end of the school day if appropriate</li> </ul> <p><b>3<sup>rd</sup> Offense</b></p> <ul style="list-style-type: none"> <li>▪ Notify parent</li> <li>▪ Up to 1-day suspension</li> <li>▪ Suspension of device privileges on school property (unless unwarranted)</li> <li>▪ Device will be returned following a meeting with parent, student, and administrator</li> </ul>
<p><b>10. Extortion:</b> Taking money or items of value through “strong-arm” tactics.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal’s discretion)</li> <li>• Up to five-day minimum suspension and/or expulsion</li> </ul>
<p><b>11. False Alarm:</b>  <u>Fire Alarm:</u> Activating</p> <p><u>Deliberate breaking of glass in fire alarm or removal or discharge of fire extinguisher.</u></p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal’s discretion)</li> <li>• One-day minimum suspension and/or expulsion</li> <li>• Payment of damages</li> </ul> <ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (unless unwarranted)</li> <li>• One to five-day suspension and/or expulsion</li> <li>• Payment of damages</li> </ul>
<p><b>12. Forgery:</b> Fraudulent use of school-related documents or equipment, including false phone calls to the attendance office.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1<sup>ST</sup> Offense:</b> Up to three-day suspension and/or expulsion</li> <li>• <b>2<sup>nd</sup> Offense:</b> One to five-day suspension and/or expulsion</li> </ul>
<p><b>13. Gambling:</b> Student involvement in betting or wagering.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• One to five-day suspension and/or expulsion</li> </ul>
<p><b>14. Gang-Related Activity:</b> Rockford Public Schools will not tolerate any gang-related activities, clothing, “flashing-signs”, graffiti, strong-arm tactics, etc.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal’s discretion)</li> <li>• Five-day minimum suspension and/or expulsion</li> </ul>

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<b>15. Gross Misbehavior:</b> Deliberate or willful conduct that interferes with the normal functioning of any school activity or jeopardizes the health or safety of another person. For example: throwing food, false reporting, use of items of torment, spitting, etc.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> Up to three-day suspension and/or expulsion, snap suspension, and/or expulsion</li> <li>• <b>2nd Offense:</b> Three to five-day suspension and/or expulsion</li> </ul>
<b>16. Habits or Bodily Conditions Detrimental to the School:</b> Conditions under which the student is suspected of having a communicable disease or who have persistently neglected personal hygiene to the point where it is disruptive.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Notify school nurse</li> <li>• Student may be sent home until the condition is corrected.</li> </ul>
<b>17. Indecency:</b> Offending acts against recognized standards of propriety and good taste (as interpreted by this building's administration). This may include items of clothing that the administration determines to be inappropriate (dress code violations included).	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> Up to three-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Three to five-day suspension and/or expulsion</li> </ul>
<b>18. Insubordination:</b> Defiance of authority. Attitudes or behavior insulting or contemptuous. Non-compliance of a reasonable request from school personnel.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> Up to three-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Three to five-day minimum suspension and/or expulsion</li> </ul> <p><b>** NOTE: Being uncooperative or insubordinate during an emergency situation or drill receives up to ten-day suspension and/or expulsion.</b></p>
<b>19. Leaving School Building/Designated Areas (Unauthorized):</b> Students may not leave school building/designated areas without authorization from school personnel.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> After-school detention</li> <li>• <b>2nd Offense:</b> Up to three-day suspension and/or expulsion</li> </ul> <p><b>**NOTE: Unauthorized leaving during K-9 searches receives up to ten-day suspension and/or expulsion.</b></p>
<b>20. Nuisance Items:</b> Possession or use of any item that is disruptive to the educational process will not be allowed. Examples: laser pens, eggs, hats, hoods, hacky sacks (in the building), lighters, matches, shaving cream, squirt guns, etc.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• After-school detention for minor offenses</li> <li>• <b>1st Offense:</b> Up to three-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Three to five-day suspension and/or expulsion</li> </ul>
<b>21. Panhandling:</b> Soliciting, begging, or mooching money from other students.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• After-school detention for minor offense</li> <li>• One to three-day suspension for major offense and/or expulsion</li> </ul>
<b>22. Profanity/Obscenity:</b> The use of inappropriate or offensive language, whether written or spoken, action or gestures or vulgarity.	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• <b>1st Offense:</b> Up to three-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Three-day minimum suspension and/or expulsion.</li> </ul> <p><b>**NOTE: Profanity/obscenity directed at staff members will result in a minimum three-day out-of-school suspension.</b></p>

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<b>23. Public Display of Affection, Inappropriate (i.e., hugging, kissing, etc.):</b> Students are expected to conduct themselves as ladies and gentlemen.	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1st Offense:</b> Up to three-day suspension and/or expulsion</li> <li><b>2nd Offense:</b> Up to five-day suspension and/or expulsion</li> </ul>
<b>24. Pyrotechnics:</b> The use and/or possession of any explosive, smoke, or odor-producing pyrotechnic item is prohibited in or on school property.	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police</li> <li>Five-day minimum suspension and/or expulsion</li> </ul>
<b>25. Sale of Goods/Services:</b> All unapproved sale of goods or services on school grounds	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1st Offense:</b> Up to three-day suspension and/or expulsion, snap suspension and/or expulsion</li> <li><b>2nd Offense:</b> Three to five-day suspension and/or expulsion</li> </ul>
<b>26. School Security:</b> Intentionally circumventing locked doors/windows. The propping of or unlocking doors and/or windows, or circumventing the locking system in any way is not allowed.	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1st Offense:</b> Up to three-day suspension</li> <li><b>2nd Offense:</b> Up to 10 days suspension</li> <li><b>3rd Offense:</b> Expulsion recommendation</li> </ul>
<p><b>26. Sexual Harassment:</b> Includes, but is not limited to, any unwelcome or unwanted sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature that is unwanted by, or unwelcome to, the student and/or has the purpose or effect of substantially interfering with a student's educational environment</p> <p><b>26a. Sexting:</b> Act of sending sexually explicit messages or photographs electronically, or possessing sexually explicit messages or photographs electronically.</p> <p><b>26b. Sexual Misconduct:</b> Constitutes consensual, non-consensual, or mutual acts of sexually inappropriate behavior (touching, tampering with clothing, obscene gestures, indecent exposure, or physical conduct of a sexual nature).</p>	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1st Offense:</b> Up to five-day suspension and/or expulsion</li> <li><b>2nd Offense:</b> Five-day minimum suspension and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Contact police (at principal's discretion)</li> <li><b>1st Offense:</b> Up to five-day suspension or expulsion</li> <li><b>2nd Offense:</b> Five-day minimum suspension and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Contact police (at principal's discretion)</li> <li><b>1st Offense:</b> One to ten-day suspension and/or expulsion</li> <li><b>2nd Offense:</b> Ten-day suspension and/or expulsion</li> </ul>
<b>27. Theft:</b> Stealing (or in possession of stolen property) or taking from another without right or permission.	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Notify police (at principal's discretion)</li> <li><b>1st Offense:</b> Up to 3-day suspension and/or expulsion</li> <li>Return of item or restitution</li> <li><b>2nd Offense:</b> Same as above; up to 5-day suspension and/or expulsion</li> <li>Return of item or restitution</li> <li><b>3rd Offense:</b> Same as above; up to a 10-day suspension and/or expulsion</li> </ul>
<b>28. Threats, Bomb:</b> A threat or act against property, to commit violence, to cause evacuation of a building, or to cause serious public inconvenience.	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police</li> <li><b>1st Offense:</b> Up to 10 day suspension and/or expulsion</li> </ul>

UNACCEPTABLE STUDENT BEHAVIOR	RANGE OF DISCIPLINARY ACTION
<p><b>29. Threats, Verbal</b> (student to District employee, volunteer, contractor, or any visitor):</p> <ul style="list-style-type: none"> <li>Any willful verbal threat to inflict injury upon another person, under such circumstances which create a reasonable fear of imminent injury, coupled with an apparent intent and ability to inflict injury.</li> <li>Contributing to fear by spreading rumors of a threat or false reporting that disrupts the learning environment during the school day.</li> </ul> <p><b>29a. Threats, Verbal</b> (student to student):</p> <ul style="list-style-type: none"> <li>Any verbal threat to inflict injury upon another person, under such circumstances which create a reasonable fear of imminent injury, coupled with an apparent intent and ability to inflict injury.</li> <li>Contributing to fear by spreading rumors of a threat or false reporting that disrupts the learning environment during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police (at principal's discretion)</li> <li><b>1<sup>st</sup> Offense:</b> Up to ten days suspension and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police (at principal's discretion)</li> <li><b>1<sup>st</sup> Offense:</b> Short-term expulsion (up to ten days) and/or expulsion</li> </ul>
<p><b>30. Threats, Written:</b></p> <ul style="list-style-type: none"> <li>Any written or implied threats to school personnel or students.</li> <li>Contributing to fear by spreading rumors of a threat or false reporting that disrupts the learning environment during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police (at principal's discretion)</li> <li>Up to five-day minimum suspension and/or expulsion</li> </ul>
<p><b>31. Tobacco, Electronic Cigarette Liquid:</b> Possession or use of tobacco or electronic cigarette liquid in any form is prohibited on school property or at any school-sponsored event, regardless of location.</p> <p>Smoking Related Offense – Smoking on campus or possession of any item related to smoking; in addition to cigarettes, this includes e-cigarettes and/or chargers, vapor pens, lighters, matches, rolling papers, etc.</p> <p><b>31a. Tobacco:</b> Sale or Transferring of.</p>	<ul style="list-style-type: none"> <li>Notify parent</li> <li><b>1<sup>st</sup> Offense:</b> Three-day suspension</li> <li><b>2<sup>nd</sup> Offense:</b> Five-day suspension</li> <li><b>3<sup>rd</sup> Offense:</b> Ten-day suspension and/or expulsion</li> </ul> <ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to law enforcement at the principal's discretion</li> <li>Up to 10 day suspension and/or expulsion</li> </ul>
<p><b>32. Trespassing:</b> The unauthorized entry to Rockford Public Schools' grounds, buildings, classrooms, and other property.</p>	<ul style="list-style-type: none"> <li>Notify parent</li> <li>Refer to police</li> <li><b>1<sup>st</sup> Offense:</b> Up to five-day suspension and/or expulsion</li> <li><b>2<sup>nd</sup> Offense:</b> Minimum five-day suspension and/or expulsion.</li> </ul>
<p><b>33. Truancy:</b> Skipping classes or school.</p>	<ul style="list-style-type: none"> <li><u><b>Skippping Class;</b></u></li> <li>Notify parent</li> <li>Detention</li> <li><u><b>Skippping Day/Unexcused Absence;</b></u></li> <li>Notify parent</li> <li>Detention, Saturday School, or combination resulting in the number of hours missed.</li> <li><u><b>Chronic truancy;</b></u></li> <li>Develop attendance contract through meeting with parents, student, and administrator</li> <li>Referral to Kent ISD Office of Truancy &amp; School Attendance</li> </ul>



<p><b>34. Vandalism:</b> Defacing or destroying school property or staff/student personal property.</p> <p>*Vandalism affecting security equipment, or materials in place for the safety of staff and students will result in up to a ten day suspension.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Notify police (at principal's discretion)</li> <li>• Payment of damages</li> <li>• <b>1st Offense:</b> Up to five-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Up to ten-day suspension and/or expulsion</li> </ul>
<p><b>35. Weapons:</b> Possession, using, threatening to use, or transferring any weapon or instrument capable of inflicting harm or considered dangerous by school administration (e.g. tasers, pepper spray). Includes look-alike weapons. Certain weapons, as defined under state law, require mandatory expulsion.</p>	<ul style="list-style-type: none"> <li>• Notify parent</li> <li>• Refer to police (at principal's discretion)</li> <li>• <b>1st Offense:</b> Up to five-day suspension and/or expulsion</li> <li>• <b>2nd Offense:</b> Up to ten-day suspension and/or expulsion</li> </ul>



## Memorandum

To: Dr. Steven Matthews, Superintendent  
From: Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources  
Date: August 12, 2024  
Subject: Special Policy Update

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With the Policy Committee's approval, the following special 2024 NEOLA policy updates will be brought to the Board for a second reading on August 12, 2024.

Policy Number	Description	Revised	New	Replacement
Po2264	Nondiscrimination on the Basis of Sex in Education Programs or Activities		X	
Po2266	Nondiscrimination on the Basis of Sex in Education Programs or Activities	X		

Thank you for your continued support of the Policy Review Committee.



## Policy Committee Meeting

### Special Update

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Date: July 9, 2024

Time: 9:30 AM

Location: Administration Building

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1. Welcome
2. Special Policy Discussion
3. Other Questions
4. Adjournment



# Rockford Public Schools

Quality Community – Quality Schools  
*Together Building a Tradition of Excellence*

## RPS Board of Education Policy Committee

July 9, 2024

**Meeting Location:** Administration Building      **Meeting Time:** 9:30 a.m.

**Attendance:** Dr. Korie Wilson-Crawford, Jarrod Folsom, Tricia Anderson, Nick Reichenbach, and Erin Wenger (recorder)

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Nick Reichenbach called the meeting to order at 9:31 a.m.

Nick Reichenbach moved the approval of the agenda, and Jarrod supported.

### Welcome

Dr. Korie Wilson-Crawford welcomed all in attendance and explained how the two policies will work together based on the context of the complaint and when the allegation of potential conduct occurred.

### Title IX- Special Update

#### Topic Objective:

- PO2266 (existing policy)- Special Update- Nondiscrimination on the basis of sex in education programs or activities (pre August 1, 2024)
- PO2264 -NEW- Nondiscrimination on the basis of sex in education programs or activities (effective August 1, 2024)

#### Details:

Policy 2266 has the addition to the board's policy and grievance procedure for responding to sexual harassment alleged to have occurred prior to 8/1/2024. Effective August 1, 2024, this policy shall only pertain to Reports or Formal Complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024.

Dr. Korie-Wilson Crawford has a team of trained Title IX employees to help conduct an investigation. Certain Title IX circumstances also allow the Title IX coordinator to conduct the investigation and make a decision without the additional Title IX team.

Policy 2264 has shown us the language the district is recommended to adopt, what options it recommends, and when this will take place on August 1, 2024.

Discussion was had around the regulatory definition of sex and the inclusion of gender identity as a sex-based protection under Title IX.

Dr. Wilson-Crawford contacted NEOLA regarding the definition of an Eligible Student when a student turns eighteen (18) and whether the student is eligible for Title IX protection.

Pregnancy-related conditions for students will be treated as any other medical conditions protected under Title IX.

Title IX Coordinators have been assigned by the Board of Education to Dr. Korie Wilson-Crawford, Assistant Superintendent of Human Resources, and Scott Beckman, Director of Security.

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint. Under such circumstances, the Title IX shall report directly to the Board's Legal Counsel.

The district will provide for an adequate, reliable, and impartial investigation of the complaint before concluding the Investigation; the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness, and the decision maker will review.

Reviewed the options for student and employee discipline that has engaged in Title IX conduct and what the disciplinary actions could be.

Discretion in Application- The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complaint and/or respondent.

#### **Committee Member Questions and Other Items:**

President Folsom asked about the Statute of Limitations on Title IX complaints. Dr. Wilson-Crawford explained that the Statute of Limitations variables for complaints of this nature. The goal of Title IX is to ensure educational access for all students, regardless of sex (as defined in the regulations).

The committee discussed the changing nature of the regulatory requirements for Title IX and

These policy recommendations will be presented as first reading on Jul 15, 2024 meeting and will be on the August 12, 2024 meeting for second reading and approval.

The meeting was adjourned at 11:52 AM.

Book	Policy Manual
Section	Ready for Board - TITLE IX
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2264 NEW
Status	

### **New Policy - Special Update - Title IX**

#### **2264 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment, that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266 and AG 2266. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 CFR Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

### **NONDISCRIMINATION**

#### **Overview:**

The Board of Education of the Rockford Public School District (hereinafter referred to as "the Board") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

### **KEY DEFINITIONS**

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

#### **Complainant** means:

- A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

**Complaint** means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Disciplinary sanctions** means: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

**Education program or activity** refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

**Eligible Student** means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

**Exculpatory evidence** means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

**Inculpatory evidence** means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

**Parental status** means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

- A. a biological parent;
- B. an adoptive parent;
- C. a foster parent;
- D. a stepparent;
- E. a legal custodian or guardian;
- F. in loco parentis with respect to such a person; or
- G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

**Party** means: a complainant or respondent.

**Peer retaliation** means: retaliation by a student against another student.

**Pregnancy or related conditions** means:

- A. pregnancy, childbirth, termination of pregnancy, or lactation;
- B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

**Relevant** means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

**Remedies** means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

**Respondent** means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

**Retaliation** means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has

reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

**Sex-based harassment** prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

- A. Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

**OR**

- B. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
  2. the type, frequency, and duration of the conduct;
  3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  4. the location of the conduct and the context in which the conduct occurred; and
  5. other sex-based harassment in the District's education program or activity.

**OR**

- C. Specific offenses.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
2. Dating violence meaning violence committed by a person:
  - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    1. the length of the relationship;
    2. the type of relationship; and
    3. the frequency of interaction between the persons involved in the relationship.
3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
  - a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;
  - b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - c. shares a child in common with the victim; or
  - d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.



4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - a. fear for the person's safety or the safety of others; or
  - b. suffer substantial emotional distress.

**Student** means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

**Student with a disability** means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

**Supportive measures** means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
- B. provide support during the Board's grievance procedures or an informal resolution process.

### **Parental, Family, or Marital Status**

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

### **Pregnancy or Related Conditions**

#### **Students:**

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions. In other words, to the extent not otherwise addressed above, the Board will treat pregnancy or related conditions in the same manner and under the same policies as any other medical condition with respect to any medical or hospital benefit, service, plan, or policy the Board administers, operates, offers, or participates in with respect to students admitted to the District's education program or activity.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

- A. the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- B. the District requires such certification of all students participating in the class, program, or extracurricular activity; and
- C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

### **District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions**

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

1. prohibit sex discrimination under this policy, including sex-based harassment;
2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;
3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
4. allow a voluntary leave of absence;
5. provide lactation space; and
6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.

C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.

D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

#### **Employees:**

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

- A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700 – Fair Labor Standards Act.

#### **TITLE IX COORDINATOR(S)**

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Dr. Korie Wilson-Crawford, Assistant Superintendent, Human Resources

350 N. Main St Rockford, MI 49341

kwilsoncrawford@rockfordschools.org

616-863-6554

Scott Beckman, Director of Security\_

350 N. Main St. Rockford, MI 49341

sbeckman@rockfordschools.org

616-863-6320

The Board designates Dr. Korie Wilson-Crawford as the coordinator who is ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board's Legal Counsel until the matter in which the Superintendent is a party is concluded.

Questions about this policy and Policy 2266 and AG 2264 and AG 2266 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

## **Notice of Nondiscrimination**

The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the Superintendent shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees.

## **GRIEVANCE PROCEDURES**

### **Overview:**

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievance procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy, or Policy 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before **and** after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

### **Complaints:**

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a "complainant," which includes:

1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or

B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

### **Basic Requirements:**

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decisionmaker, and the appeal decisionmaker, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decisionmaker.

If the Title IX Coordinator does not intend to serve as the investigator and decisionmaker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decisionmaker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decisionmaker in a specific case, the Title IX Coordinator shall secure one (1) or more independent third parties to serve as the investigator and/or decisionmaker. Similarly, the Title IX Coordinator has authority to secure an independent third party to serve as the appeal decisionmaker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

- A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within fifteen (15) days of receiving the complaint.
- B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within thirty (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and will thereafter keep the parties informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.
- C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decisionmaker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.
- D. **Appeal** – A party filing an appeal of the Title IX Coordinator’s decision to dismiss a complaint must do so within five (5) days of receiving the Dismissal.

The Title IX Coordinator, or the Superintendent if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decisionmaker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person’s status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- A. evidence that is protected under a privilege recognized by Federal or State law , unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- B. a party’s or witness’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party’s or witness’s voluntary, written consent for use in its grievance procedures; and

- C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

#### **Notice of Allegations:**

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

- A. the Board's Title IX grievance procedures and informal resolution process
- B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- C. retaliation is prohibited; and
- D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

#### **Dismissal of a Complaint:**

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

- A. the District is unable to identify the respondent after taking reasonable steps to do so;
- B. the respondent is not participating in the District's education program or activity and is not employed by the Board;
- C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

- A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- B. implement appeal procedures equally for the parties;
- C. ensure that the appeal decisionmaker did not take part in an investigation of the allegations or dismissal of the complaint;
- D. ensure that the appeal decisionmaker has been trained consistent with the 2024 Title IX regulations
- E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

- A. offer supportive measures to the complainant as appropriate;
- B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

#### **Informal Resolution Process:**

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer an informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

#### **Adding Allegations and/or Consolidating Complaints:**

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

#### **Investigation:**

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator,



or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

- B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and
- C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

### **Questioning the Parties and Witnesses:**

If the investigator and decisionmaker are two (2) separate individuals, the decisionmaker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decisionmaker are the same person, the decisionmaker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the investigator will review any questions submitted by the parties and ask those questions of the specific party or witness that the investigator determines – in the investigator's sole discretion – may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The investigator's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decisionmaker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the decisionmaker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decisionmaker determines, in the decisionmaker's sole discretion, may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The decisionmaker's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

### **Determination of Whether Sex Discrimination Occurred:**

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decisionmaker will:

- A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.
- B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.
- C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
  - 1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
  - 2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and



3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

- E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

### **Appeal of Determinations:**

If a party disagrees with the decisionmaker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within five (5) days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and
- C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decisionmaker's determination, the Title IX Coordinator will:

- A. notify the parties of any appeal;
- B. implement appeal procedures equally for the parties;
- C. designate an appeal decisionmaker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained;
  1. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decisionmaker's determination;
  2. provide the appeal decisionmaker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decisionmaker's determination; and
  3. notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

When a party files an appeal, the party must set forth the reason for the appeal, and the other party will have five (5) days to provide the appeal decisionmaker with a statement in support of their position. Once the decisionmaker receives the statement (or the deadline for filing such a statement expires), the appeal decisionmaker will have ten (10) days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decisionmaker shall determine the outcome of the appeal based on the appeal decisionmaker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decisionmaker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decisionmaker's written determination) and the appeal decisionmaker's application of the law and Board policy to the facts in the record. The appeal decisionmaker must give due deference and due weight to the decisionmaker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decisionmaker is expected to uphold the decisionmaker's

determination unless the appeal decisionmaker determines the decisionmaker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decisionmaker's determination.

The appeal decisionmaker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

### **Supportive Measures:**

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; referral to Employee Assistance Program; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

### **Disciplinary Sanctions and Remedies:**

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

#### **For Students**

A. Informal Discipline

1. changing of seating or location;
2. pre-school, lunchtime, after-school detention;
3. in-school discipline;
4. Saturday school.

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extracurricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;
6. expulsion for up to one (1) year;
7. permanent exclusion; and
8. any other sanction authorized by the Student Code of Conduct.

**For Employees**

- A. oral or written warning;
- B. written reprimands;
- C. required counseling;
- D. required training or education;
- E. demotion;
- F. suspension without pay;
- G. termination and any other sanction authorized by any applicable Board Policy, Employee/Administrator Handbook, and/or collective bargaining agreement.

The District may also provide remedies which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 ("Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

**Retaliation**

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**Confidentiality**

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

**Application of the First Amendment**

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution . In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment

**Training**

All employees, investigators, decisionmakers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

**Recordkeeping**

The District shall maintain for a period of seven (7) calendar years the following records:

- A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;
- B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and
- C. all materials used to provide the required training.

**Outside Appointments, Dual Appointments, and Delegations**

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

### **Discretion in Application**

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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### Legal

20 U.S.C. 1092(F)(6)(A)(v)

20 U.S.C. 1232g

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)

29 C.F.R. Part 1636

34 C.F.R. Part 99

34 C.F.R. Part 106

34 U.S.C. 12291(a)(8)

34 U.S.C. 12291(a)(10)

34 U.S.C. 12291(a)(30)

42 U.S.C. 1983

42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 2000gg

OCR's Revised Sexual Harassment Guidance (2001)

Book	Policy Manual
Section	2000 Program
Title	Copy of Copy of NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	
Adopted	April 26, 2021
Last Revised	December 13, 2021

## 2266 - **NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

### **(The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)**

Effective August 1, 2024, this policy shall only pertain to Reports or Formal Complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024

#### **Introduction**

The Board of Education of the Rockford Public School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

#### **Coverage**

This policy applies to Sexual Harassment that occurs within the District's education programs and activities and that is committed by a member of the School District community or a Third Party.

This policy does not apply to Sexual Harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities; such Sexual Misconduct/Sexual Activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws, and/or Employee/Administrator Handbook(s) if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the District's education programs or activities. Sexual Harassment that occurs outside the geographic boundaries

of the United States is governed by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws, and/or Employee/Administrator Handbook(s) if committed by a Board employee.

## Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Sexual Harassment:** "Sexual Harassment" means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person 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 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

1. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and the "nonforcible" sex offenses of Incest and Statutory Rape. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.

- a. *Rape* is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- b. *Sodomy* is 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 age or because of temporary or permanent mental or physical incapacity.
- c. *Sexual Assault with an Object* is using 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 age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
- d. *Fondling* is 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 age or because of temporary or permanent mental or physical incapacity.
- e. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
- f. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by State law.
- g. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.
- h. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.

2. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:

- a. a current or former spouse or intimate partner of the victim;



- b. a person with whom the victim shares a child in common;
  - c. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
  - d. a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
  - e. any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
4. "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.

**Complainant:** "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

**Respondent:** "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

**Formal Complaint:** "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation(s) of Sexual Harassment. At the time of filing a Formal Complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or a party to the Formal Complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

**Actual Knowledge:** "Actual knowledge" means notice of Sexual Harassment or allegations of Sexual Harassment to the District's Title IX Coordinator, or any District official who has the authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent.

**Supportive Measures:** "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such 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. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures.

**Education Program or Activity:** "Education program or activity" refers to all operations of the District, including but not limited to in-person and online educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes locations, events, and circumstances that take place off-school property/grounds over which the Board exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

**School District community:** "School District community" refers to students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.



**Third Parties:** "Third Parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

**Inculpatory Evidence:** "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged Sexual Harassment.

**Exculpatory Evidence:** "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of Sexual Harassment.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Eligible Student:** "Eligible Student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

### **Title IX Coordinators**

The Board designates and authorizes the following individuals to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Korie Wilson-Crawford  
Assistant Superintendent of Human Resources  
350 N. Main St.  
Rockford, MI 49341  
616-863-6554  
kwilsoncrawford@rockfordschools.org

Scott Beckman  
Director, Security  
350 N. Main St.  
Rockford, MI 49341  
616-863-6320  
sbeckman@rockfordschools.org

The Title IX Coordinator shall report directly to the Superintendent. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

*The Board of Education of the Rockford Public School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinators are:*

*Korie Wilson-Crawford  
Assistant Superintendent of Human Resources  
350 N. Main St.  
Rockford, MI 49341  
616-863-6554  
kwilsoncrawford@rockfordschools.org*

*Scott Beckman  
Director, Security  
350 N. Main St.  
Rockford, MI 49341  
616-863-6320  
sbeckman@rockfordschools.org*

*Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinators, the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.*

*The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <http://go.boarddocs.com/mi/rocf/Board.nsf/Public?open&id=policies>. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.*

The Superintendent shall also prominently display the Title IX Coordinators' contact information – including name(s) and/or title(s), phone number(s), office address(es), and e-mail address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

## **Grievance Process**

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of Sexual Harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinators, along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

If a determination of responsibility for Sexual Harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

## **Report of Sexual Discrimination/Harassment**

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinators.

Students, Board members, and Board employees are required (and other members of the School District community and Third Parties are encouraged) to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment.

The Board does business with various vendors, contractors, and other third parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third-party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies and/or administrative guidelines, the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to M.C.L. 722.623 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) 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. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

**Emergency Removal:** Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purpose of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

### **Formal Complaint of Sexual Harassment**

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that Formal Complaint.

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee/Administrator Handbook.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

### **Timeline**

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or accommodation of disabilities.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. notice of the Board's grievance process, including any informal resolution processes;
- B. notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:
  - 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
  - 3. inform the parties of any provision in the Student Code of Conduct, this policy, and/or Employee/Administrator Handbook that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

### **Dismissal of a Formal Complaint**

The District shall investigate the allegations in a Formal Complaint *unless* the conduct alleged in the Formal Complaint:

- A. would not constitute Sexual Harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one (1) of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one (1) of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

### **Consolidation of Formal Complaints**

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one (1) party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one (1) Complainant or more than one (1) Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

### **Informal Resolution Process**

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee or another adult member of the School District community or Third Party sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

### **Investigation of a Formal Complaint of Sexual Harassment**

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the

provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may 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 such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Board Policy 2461 – Recording of District Meetings Involving Students and/or Parents controls whether a person is allowed to audio record or video record any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of one (1) days' notice with respect to investigative interviews and other meetings.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will 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 will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

### **Determination of Responsibility**

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinators or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if 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. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

**Determination regarding responsibility:** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;
- B. a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- C. findings of fact supporting the determination;
- D. conclusions regarding the application of the applicable code of conduct to the facts;
- E. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. the procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

A. Informal Discipline

- 1. writing assignments;
- 2. changing of seating or location;
- 3. pre-school, lunchtime, and/or after-school detention;
- 4. in-school discipline;
- 5. Saturday school.

B. Formal Discipline

- 1. suspension of bus riding/transportation privileges;
- 2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
- 3. emergency removal;
- 4. suspension for up to ten (10) school days;
- 5. long-term suspension or expulsion;
- 6. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. written reprimands;



- C. performance improvement plan;
- D. required counseling;
- E. required training or education;
- F. suspension with pay;
- G. suspension without pay;
- H. termination, and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. suspension or termination/cancellation of the Board's contract with the third-party vendor or contractor;
- C. mandatory monitoring of the third-party while on school property and/or while working/interacting with students;
- D. restriction/prohibition on the third-party's ability to be on school property; and
- E. any combination of the same.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

### **Appeal**

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

- A. procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and



- C. the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within three (3) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from implementing appropriate remedies, however, excluding disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinators. The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five (5) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker's(s') determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

### **Retaliation**

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of Sexual Harassment, filing a Formal Complaint, or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **Confidentiality**

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility).

### **Application of the First Amendment**

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

### **Training**

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of Sexual Harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process, appeals, and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

All Board employees will be trained concerning their legal obligation to report Sexual Harassment to the Title IX Coordinator. This training will include practical information about how to identify and report Sexual Harassment.

### **Recordkeeping**

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records:

- A. each Sexual Harassment investigation including any determination regarding responsibility, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. any appeal and the result therefrom;
- C. any informal resolution and the result therefrom; and
- D. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website.

### **Outside Appointments, Dual Appointments, and Delegations**

The Board retains the discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains the discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

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#### Legal

20 U.S.C. 1092(F)(6)(A)(v)

20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)

20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)

34 C.F.R. Part 106

34 U.S.C. 12291(a)(8)

34 U.S.C. 12291(a)(10)

34 U.S.C. 12291(a)(30)

42 U.S.C. 1983

42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

OCR's Revised Sexual Harassment Guidance (2001)