

Board of Education Meeting

Liberty School Board Room

September 10, 2024, 2024, at 6:30 PM



AGENDA

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **MEET NEW HIRES**

Introduction: Superintendent Laatsch

4. **PUBLIC COMMENT**

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting. Please note that students will be given priority to speak on any topic. The first public participation portion of the meeting will be limited to one-half hour (30 minutes) normally and limited to agenda items. A second public participation portion will be offered at the end of the agenda to allow for any other comment.

Individuals addressing the Board should take into consideration the rules of common courtesy. The public participation portion of the meeting cannot be used to make personal attacks against a Board Member, District Employee, or Student.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

5. **RESPONSE TO PREVIOUS PUBLIC COMMENT**

AGENDA

6. **REVISIONS/APPROVAL OF AGENDA**

(Items may be added or deleted from the meeting agenda, and/or the order of items may be changed, at the request of an individual Board member or the Superintendent. The agendas must be approved before proceeding further.)

RECOMMENDED MOTION . . . move to approve the agenda as printed/revised.

7. **ACTION ITEMS**

A. RECOMMENDED MOTION ... to appoint Susan Estep as the voting delegate and Michael McVey as the alternate representing the Saline Board of Education at the 2024 MASB Delegate Assembly being held on Thursday, October 24, 2024

8. **SEAB PUBLIC HEARING #2**

Presenter: Cameron Cochran & Kristen Hoffman-Peavler

9. **DISCUSSION ITEMS**

Board Finance Committee Update

Facilitator: Brad Gerbe, Chair

10. **ADMINISTRATION / BOARD UPDATES**

11. **CONSENT AGENDA**

The Consent Agenda is listed in this agenda and will not be read aloud. The motion noted will allow for the authorization of all listed items, without discussion, unless a member of the Board requests that any one or all be considered individually.

RECOMMENDED MOTION . . . move to authorize the Consent Agenda as printed / amended:

- A. Approval** of the Board of Education Meeting Minutes of August 27, 2024
- B. Approval** of the Board Policy Committee Minutes of August 27, 2024
- C. Approval of Payment** of the General Fund Accounts Payable of September 10, 2024, in the amount of \$3,597,102.78
- D. Approval of Payment** of Bond Series III Accounts Payable of September 10, 2024 in the amount of \$88,571.30

- E. **Approval of Payment** of 2023 Bond Fund Series I Accounts Payable of September 10, 2024 in the amount of \$1,180,084.32
- F. **Receive and File** Finance and Human Resources Reports
- G. **Reaffirm** the Return to In-Person Instruction & Continuity of Services Plan (last required approval)
- H. **Approval** of Neola Updates to Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities

CLOSING

12. **ITEMS SCHEDULED ON NEXT AGENDA**

13. **PUBLIC COMMENT**

A member of the public may address the Board briefly, for up to three minutes, or request to be scheduled on the agenda of a future meeting.

STUDENTS

OTHER PUBLIC STAKEHOLDERS

14. **NEXT MEETING**

The next Board of Education Meeting will be held on September 24 , 2024 at 6:30 PM

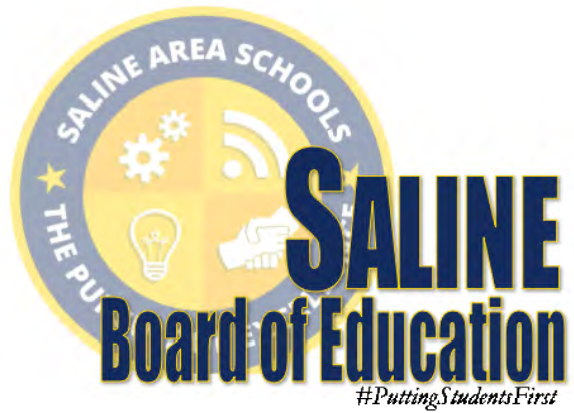
15. **ADJOURNMENT**

RECOMMENDED MOTION ... to adjourn the Regular Board of Education Meeting of September 10, 2024, at _____ PM.

Board of Education Meeting

Liberty School Board Room

August 27, 2024, 2024, at 6:30 PM



MINUTES

Mission

We, the Saline Area Schools, will equip all students with the knowledge, technological proficiency, and personal skills necessary to succeed in an increasingly complex society. We expect that our students, staff, and the Saline Community will share in these responsibilities.

OPENING

1. CALL TO ORDER

The Board of Education meeting was called to order by President Michael McVey at 6:30 pm

Board Members Present: Tim Austin, Susan Estep, Brad Gerbe, Lauren Gold, Michael McVey, Jennifer Miller, and Jennifer Steben

Central Administration Present: Assistant Superintendents Owsley & Diglio, Executive Directors Clary, Davis & Martin

Absent: Superintendent Laatsch

2. PLEDGE OF ALLEGIANCE

3. PUBLIC COMMENT

STUDENTS - None

OTHER PUBLIC STAKEHOLDERS - None

4. RESPONSE TO PREVIOUS PUBLIC COMMENT - None

AGENDA

5. REVISIONS/APPROVAL OF AGENDA

MOTION made Treasurer Gerbe, support Trustee Estep **to approve the agenda as printed.**

Ayes - All Present - **MOTION CARRIED 7-0**

6. ACTION ITEMS

A. MOTION made by Secretary Miller, support Vice President Steben **to approve the change order for additional funding as recommended by Clark Construction Company for additional work to the Trade Contractor, T&M Asphalt, in the amount of \$218,911.00 as submitted by Rex Clary, Executive Director of Operations.** The Board approved the original amount of \$555,555 as part of Bid Package #1 on December 12, 2023.

Ayes - All Present - **MOTION CARRIED 7-0**

7. SCHEDULED REPORTS

A. K12 Insight Quality Survey

Presenter: Kara Davis, Executive Director of Teaching & Learning

Kara Davis provided an overview of the District's quality survey which is a comprehensive report that summarizes the district's performance over the past year. The survey is a tool that is used to gather feedback from students, parents and staff and has been done annually for the past several years. The consistency of an annual survey allows for year over year comparisons. The survey is designed by K12 Insight.

The district has been working to implement data based decision making practices. The data is organized around the four strategic goals for the district. The survey uses delineated questions from the Compass. One area of concern is Financial Literacy. Graduation requirements, starting with the class of 2028 now include a Financial Literacy component. There is also a need to improve communication with families about what's available for their students. The Family Partnership Series was launched to improve survey results and provide a better service to families. There is a high degree of agreement that our schools are welcoming to all families and staff members and that families treat each other with respect. The data relative to bullying also showed positive improvement as collected by students, staff and parents. The implementation of the bullying report has contributed to this trend.

The Strategic Council will be relaunched this year to revisit our strategic framework and goals. Families will have opportunities to participate on committees. Other areas reviewed include advisory opportunities, mental health and well-being, school operations and fiscal responsibility. The district is identifying areas of focus for improvement based on survey results and the Teaching and Learning team will prioritize areas for improvement to help guide professional development. Dr. Laatsch will present

information on enrollment at a later meeting this fall which may include information on non-returners and why some families leave the district unrelated to job relocations and the like.

8. **DISCUSSION ITEMS**

Board Policy Committee Update

Facilitator: Jenny Miller, Chair

Board Policy Committee Meeting met just prior to the Board meeting. Assistant Superintendent Carol Diglio was present to review the new changes to Title IX policies.

Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities pertains to reports or final complaints of Sexual Harassment that are based on conducted alleged to have occurred **on or before July 31, 2024**. The committee agreed to move this forward to the consent agenda with only slight modifications, clarifying language.

The new Nondiscrimination Policy 2264 will continue to be discussed at Policy Committee Meetings in September. This new policy pertains to nondiscrimination **on or after August 1, 2024**. Assistant Superintendent Diglio presented on both the Neola policy and the Thrun policy and would like the committee to be open to discussing the use of the Thrun policy which includes all the necessary administrative guidelines and forms and would make for a more transparent process. Training for staff and administrators is already occurring through Thrun Law Firm.

A thorough search is currently underway to ensure all our district documents and policies are updated to reflect the current nondiscrimination/equal opportunity language. This includes contracts, policies, and district website.

The September 24th Policy Meeting agenda will contain proposed modifications to the DEIAC Policy 9141 in addition to further review and discussion on Policy 8800 Religious/Patriotic Ceremonies and Observances. Also Jennifer Steben will further look into air craft regulations pertaining to flying over school property and the display of inappropriate advertising.

9. **ADMINISTRATION / BOARD UPDATES**

Trustee Gold: Welcomed everyone back and thanked teachers, staff and faculty for their hard work.

Treasurer Gerbe: Also welcomed everyone back and thanks everyone for their patience during the bond construction projects this summer. Congratulations to President McVey on the MASB President's Award.

Vice President Steben: Welcome back to everyone. Joined Superintendent Laatsch on the welcome back day for all staff and appreciated how Steve addressed staff members who moved buildings, acknowledging the challenges they faced and thanking them for their efforts. Also appreciated the "Mr. Jensen" video that highlighted the idea of looking at students as individuals and valuing their unique

traits and talents. Remember to support athletes, musicians and all students who participate in extracurricular activities.

President McVey: Was honored to participate in the Welcome Back Day for all the staff.

Secretary Miller: Looking forward to ongoing committee work and attending Rater Reliability Training on October 1 along with Treasurer Gerbe.

Trustee Estep: SEAB is holding Public Hearing #2 at the next Board Meeting on 9/10/24. There is still opportunity to view the curriculum. Saline Fair is this week including a special inclusion day on August 28th featuring free admission and accommodations for individuals with special needs. AG Olympics is also on August 28th which includes administrators and students as well.

Trustee Austin: Welcome Back to everyone. A reminder to the community to maintain neutrality in the classroom and for adults in the community to set a good example on social media. Shoutout for the hard work and dedication of Carol Melcher as she prepares to retire after 35 years in the district. She has made a significant impact on the district.

Student Representatives: Thank you to all the staff at the HS in preparation of the coming school year.

10. **CONSENT AGENDA**

MOTION made by Secretary Miller, support Trustee Austin **to authorize the Consent Agenda as printed:**

Ayes - All Present - **MOTION CARRIED 7-0**

- A. **Approval** of the Board of Education Meeting Minutes of August 13, 2024
- B. **Approval** of the Board Finance Committee Minutes of August 13, 2024
- C. **Approval of Payment** of the General Fund Accounts Payable of August 27, 2024, in the amount of \$846,970.15
- D. **Approval of Payment** of 2023 Bond Fund Series I Accounts Payable of August 27, 2024 in the amount of \$3,011,394.46
- E. **Receive and File** Human Resources Report

CLOSING

11. **ITEMS SCHEDULED ON NEXT AGENDA**

SEAB Public Hearing #2

12. **PUBLIC COMMENT**

STUDENTS - None

OTHER PUBLIC STAKEHOLDERS - None

13. **NEXT MEETING**

The next Board of Education Meeting will be held on September 10 , 2024 at 6:30 PM

14. **ADJOURNMENT**

MOTION made by Vice President Steben, support Trustee Estep **to adjourn the Regular Board of Education Meeting of August 27, 2024, at 8:21 PM.**

Respectfully submitted,



Jennifer Miller
Board Secretary

Recorded by: Betty Jabnke



POLICY COMMITTEE MEETING

Liberty School Board Room
Tuesday, August 27, 2024
6:30 pm

MINUTES

Jenny Miller, Chair, Lauren Gold and Jennifer Steben
Superintendent Laatsch, Recording Secretary Betty Jahnke, Assistant Superintendent Carol Diglio

1. **Call to Order**

Board Policy Committee Meeting was called to order by Chair, Jennifer Miller at 5:02 pm.

2. **Public Comment - None**

3. **Discussion Items**

A. Title IX Policies Nondiscrimination on the Basis of Sex in Education Programs or Activities

Policy 2266 (Neola Revision)

Policy 2266 has received Neola updates to specify dates governing this policy. This policy enforces reports or formal grievance complaints that have occurred **PRIOR** to August 1, 2024. This policy will be moved to the consent agenda for the September 10th Board Meeting.

Policy 2264 (New) Neola & Thrun

Carol Diglio, Assistant Superintendent of HR and also Title IX Coordinator presented to the Policy Committee on this new Policy 2264 which will apply to reports or formal grievance complaints that have occurred **AFTER** July 31, 2024. She spoke about both the Neola version and Thrun version of the same policy and is recommending that the Board move forward adopting the Thrun policy that has more clearly defined administrative guidelines and forms. The Policy Committee will continue to discuss this at the September 24th Policy Meeting before coming to the full board for discussion. She is also recommending a more transparent Title IX presence on the website with access to procedural guidelines and forms. Carol also agreed to put together for the Policy Committee a “before and after” type chart showing what changes have recently occurred with Title IX.

There was also discussion on making sure that we are consistent with our nondiscrimination terminology throughout all district documents, websites and contracts. This search has started and will continue until completed.

B. Vol 38 No 2 Neola Updates

Policy 8800 - Religious/Patriotic Ceremonies and Observances (also includes District Edits)

Further discussion was tabled until September 24th Policy meeting. Still waiting for some clarification from both Neola and Operations about flag definition, flag sizes and classroom audits.

C. DEI AC Policy Language 9141 - Updated Proposed modifications (McVey)

Tabled until the next Policy Meeting on September 24th. Jenny will reach out to Brad Branasik at MASB for further clarification regarding Board Members involvement/roles and OMA.

D. School Property Airspace Authorization

Tabled until the next Policy Meeting on September 24th. Jennifer Steben will do a bit more investigating in regards to FAA rules regarding planes/advertising over school property.

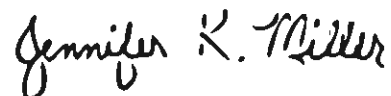
4. **Public Comment - None**

5. **Next Meeting:** Tuesday, September 24, 2024 at 5 pm

6. **Adjourn**

Meeting was adjourned at 5:59 pm.

Respectfully Submitted,



Jennifer Miller
Board Secretary

Recorded by: Betty Jabnke

Other Code	Amended Budget	Actual	Encumbrances	% Act/Bud	Bud-Act	Prior Year Total	Prior to Current Dif.	Function * Code
Fund 11 - General Fund								
Account Type Revenue								
Function * 0000 - Revenue	74,968,476.00	231,101.00	.00	0	74,737,375.00	233,346.22	(2,245.22)	Function * 0000 - Revenue
Account Type Revenue Totals	\$74,968,476.00	\$231,101.00	\$0.00	0%	\$74,737,375.00	\$233,346.22	(\$2,245.22)	
Account Type Expense								
Function * 1111 - Elem	14,069,008.00	55,511.81	110,061.84	0	14,013,496.19	43,514.95	11,996.86	Function * 1111 - Elem
Function * 1112 - Mid School	6,761,605.00	7,702.57	.00	0	6,753,902.43	8,972.05	(1,269.48)	Function * 1112 - Mid School
Function * 1113 - High School	10,003,930.00	68,164.63	26,401.78	1	9,935,765.37	23,703.45	44,461.18	Function * 1113 - High School
Function * 1118 - Pre-K	87,586.00	.00	.00	0	87,586.00	.00	.00	Function * 1118 - Pre-K
Function * 1119 - Summer School	69,400.00	1,587.20	.00	2	67,812.80	43,289.72	(41,702.52)	Function * 1119 - Summer School
Function * 1122 - Spec Ed	10,228,147.00	54,982.83	11,747.12	1	10,173,164.17	18,641.41	36,341.42	Function * 1122 - Spec Ed
Function * 1125 - Comp Ed	1,648,317.00	6,434.14	.00	0	1,641,882.86	103,088.87	(96,654.73)	Function * 1125 - Comp Ed
Function * 1127 - Voc Ed	1,517,105.00	1,506.38	.00	0	1,515,598.62	134.59	1,371.79	Function * 1127 - Voc Ed
Function * 1211 - Truancy Services	160,000.00	.00	89,974.28	0	160,000.00	.00	.00	Function * 1211 - Truancy Services
Function * 1212 - Guidance	1,040,162.00	8,254.44	.00	1	1,031,907.56	9,746.74	(1,492.30)	Function * 1212 - Guidance
Function * 1213 - Health Services	1,113,076.00	17,687.35	339,956.00	2	1,095,388.65	21,560.14	(3,872.79)	Function * 1213 - Health Services
Function * 1214 - Psychologist, School	1,163,856.00	1,140.81	.00	0	1,162,715.19	(98.81)	1,239.62	Function * 1214 - Psychologist, School
Function * 1215 - Speech	2,072,792.00	1,872.78	.00	0	2,070,919.22	1,012.33	860.45	Function * 1215 - Speech
Function * 1216 - Social Work Services	1,356,067.00	1,320.33	.00	0	1,354,746.67	938.55	381.78	Function * 1216 - Social Work Services
Function * 1218 - Teacher Consultant	2,217,667.00	1,228.64	.00	0	2,216,438.36	2,200.20	(971.56)	Function * 1218 - Teacher Consultant
Function * 1219 - Other Pupil Support Services	13,000.00	.00	.00	0	13,000.00	.00	.00	Function * 1219 - Other Pupil Support Services
Function * 1221 - Improvement of Instruction	1,690,726.00	214,406.56	69,104.92	13	1,476,319.44	115,746.46	98,660.10	Function * 1221 - Improvement of Instruction
Function * 1222 - Educational Media Services	658,636.00	5,505.92	.00	1	653,130.08	(163.55)	5,669.47	Function * 1222 - Educational Media Services
Function * 1225 - Instructional Tech	573,832.00	30,231.18	.00	5	543,600.82	29,319.19	911.99	Function * 1225 - Instructional Tech
Function * 1226 - Supervision	648,941.00	54,579.52	1,200.00	8	594,361.48	33,646.82	20,932.70	Function * 1226 - Supervision
Function * 1231 - Board of Ed	225,459.00	44,933.97	54,000.00	20	180,525.03	44,781.96	152.01	Function * 1231 - Board of Ed
Function * 1232 - Exec Admin	548,493.00	46,357.65	5,928.60	8	502,135.35	53,973.50	(7,615.85)	Function * 1232 - Exec Admin
Function * 1241 - Principal	3,751,552.00	226,302.71	.00	6	3,525,249.29	151,140.68	75,162.03	Function * 1241 - Principal
Function * 1249 - Other School Admin	511,825.00	34.37	.00	0	511,790.63	13.76	20.61	Function * 1249 - Other School Admin
Function * 1252 - Finance Office	781,736.00	63,933.49	1,977.73	8	717,802.51	58,824.35	5,109.14	Function * 1252 - Finance Office
Function * 1257 - District Office	225,969.00	15,914.65	3,156.86	7	210,054.35	10,411.99	5,502.66	Function * 1257 - District Office
Function * 1259 - Other Business Services	83,378.00	76,959.00	.00	92	6,419.00	59,145.00	17,814.00	Function * 1259 - Other Business Services
Function * 1261 - Bldg - Grounds	6,612,916.00	518,469.39	692,691.56	8	6,094,446.61	452,927.58	65,541.81	Function * 1261 - Bldg - Grounds
Function * 1266 - Security Services	594,587.00	4,090.77	112,816.00	1	590,496.23	3,886.12	204.65	Function * 1266 - Security Services
Function * 1271 - Transportation	2,502,992.00	88,839.10	317,424.81	4	2,414,152.90	71,985.63	16,853.47	Function * 1271 - Transportation
Function * 1282 - Communication Services	220,727.00	17,507.67	.00	8	203,219.33	24,160.05	(6,652.38)	Function * 1282 - Communication Services
Function * 1283 - Staff/Personnel Services	918,750.00	107,994.06	.00	12	810,755.94	124,085.86	(16,091.80)	Function * 1283 - Staff/Personnel Services
Function * 1284 - Technology - Non Instructional	949,258.00	171,112.75	69,010.74	18	778,145.25	177,715.05	(6,602.30)	Function * 1284 - Technology - Non Instructional
Function * 1293 - Athletic Activities	1,543,418.00	45,481.36	41,100.00	3	1,497,936.64	58,357.77	(12,876.41)	Function * 1293 - Athletic Activities
Function * 1311 - Community Services Direction	23,332.00	.00	.00	0	23,332.00	.00	.00	Function * 1311 - Community Services Direction
Function * 1331 - Community Activities	14,113.00	.00	.00	0	14,113.00	.00	.00	Function * 1331 - Community Activities
Function * 1371 - Non-Public School	26,985.00	.00	.00	0	26,985.00	.00	.00	Function * 1371 - Non-Public School
Function * 1411 - Payments to Other Public Schools Within Michigan	25,000.00	18,836.00	18,836.00	75	6,164.00	.00	18,836.00	Function * 1411 - Payments to Other Public Schools Within Michigan
Account Type Expense Totals	\$76,654,343.00	\$1,978,884.03	\$1,965,388.24	3%	\$74,675,458.97	\$1,746,662.41	\$232,221.62	
Fund 11 - General Fund Totals	(\$1,685,867.00)	(\$1,747,783.03)	(\$1,965,388.24)	104%	\$61,916.03	(\$1,513,316.19)	(\$234,466.84)	
Revenue Totals	\$74,968,476.00	\$231,101.00	\$0.00	0%	\$74,737,375.00	\$233,346.22	(\$2,245.22)	
Expense Totals	\$76,654,343.00	\$1,978,884.03	\$1,965,388.24	3%	\$74,675,458.97	\$1,746,662.41	\$232,221.62	
Grand Totals	(\$1,685,867.00)	(\$1,747,783.03)	(\$1,965,388.24)	104%	\$61,916.03	(\$1,513,316.19)	(\$234,466.84)	



TOPIC: Human Capital Recommendations

The following human capital changes including resignations and new hires are being presented to the Board of Education to receive and file:

RESIGNATIONS / TERMINATIONS:

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>REASON</u>	<u>EFFECTIVE</u>
Amanda Apostolou	Liberty	RBT	Resignation	Separation	11.Sept.24
Donald Colucci	Transportation	Bus Driver	Resignation	Separation	29.Aug.24

NEW HIRES

<u>NAME</u>	<u>BLDG./DEPT.</u>	<u>ASSIGNMENT</u>	<u>STATUS</u>	<u>STEP</u>	<u>EFFECTIVE</u>
Amina Allen	Liberty	Liberty Alt Ed Principal	New Hire	6	02.Sept.24
Avery Hull	Pleasant Ridge	RBT	New Hire	1	28.Aug.24
Beverlee Swisz	Middle School	Paraeducator	New Hire	1	28.Aug.24
Christian Kosky	Middle School	Special Education Teacher	New Hire	MA4	21.Aug.24
Lily Brauer	Heritage	Paraeducator	New Hire	1	28.Aug.24
Linda Norris	Building & Grounds	Custodian	New Hire	1	28.Aug.24
Nicholas Ewald	Heritage	Paraeducator	New Hire	1	21.Aug.24
Sarah Renner	Woodland Meadows	Paraeducator	New Hire	1	28.Aug.24
Stephen Hartwell	Transportation	Bus Driver	New Hire	1	28.Aug.24

RECOMMENDATION: That the Saline Area Schools Board of Education consents to the personnel report recommendations as presented.

Amina H. Allen, Ph.D.

Education

University of Michigan, Ann Arbor, MI

Doctorate, Educational Studies

Title of Dissertation: *“Supporting Teachers in Learning to Work in Fundamentally New Ways: Understanding Dynamics Among Social and Formal Supports for Practice”*

Eastern Michigan University, Ypsilanti, MI

Specialist of Arts (Educational Leadership)

Wayne State University, Detroit, MI

Master of Education (Social Studies Education)

Florida A & M University, Tallahassee, FL

Bachelor of Science (History Education)

Work Experience

Assistant Principal, Pathways To Success

2021- Present

- Lead admin for instruction, teacher evaluation, teacher professional development, transportation, facilities, registration, testing, office professionals, and master scheduling
Led committee in redesign of our remote learning pathway
- Initiated and facilitated a Critical Friends Group (CFG) for teachers focused on consensus building, problem-solving and goal-setting
- Established partnership with UofM graduate students to enable black girls to explore issues of identity and critical consciousness
- Increased number and types of co-taught courses for dual-credit in an effort to enable cross-curricular collaboration and greater student engagement
- Developed student survey - administered by teachers - to elicit students' perspectives to support teacher self-reflection and goal-setting in ways that matter to students

AAPS Secondary Summer School Principal

2019- Present

- Collaborated with teachers to design MS/HS Transition program focused on identity, high school transition, executive functioning, literacy and social awareness
- Collaborated with teachers to redesign social studies courses with a focus on representation, cultural relevance and student engagement
- Administrative lead of 8th grade to 9th grade summer programs (i.e., EL Bridge, MS/HS

Transition and Academic Youth Development (AYD))

Assistant Principal/9th Grade Dean, Skyline High School

2017-2021

- Increased programming and supports for freshmen transition from 8th to 9th grade (e.g., 9th grade PASS class, peer mentoring, focus group, 9th grade team meetings)
- Decreased the overall number freshman course failures, suspensions and failure/suspension disparities in marginalized student populations
- Administrative lead for all 9th grade ATM's, 504's and IEPs team meetings and plans
- Collaborated with external partners to make AP courses more accessible to underrepresented and historically marginalized students
- Increased the number of underrepresented students in Advanced Placement courses and increased supports (e.g., AP PASS class)

- Administrative lead for social studies and math departments - responsible for hiring, evaluations and support of district curricula
- Administrative lead for Staff Equity Team, PBIS, Equal Opportunities Schools (EOS) and Rising Scholars
- Member of the District Equity Team

University of Michigan-Teach For America Interim Certification Program
Instructional Coach (Field Instructor)

2013-2016

- Evaluated Teach for America (TFA) social studies teachers using a professional evaluation protocol
- Devised specific curricular, pedagogical and classroom management interventions to improve core members' classroom practice including, but not limited to, Teach Like a Champion 2.0 techniques.
- Procured and created (when necessary) data collection instruments and professional development tied to teachers' goals

Teacher-Leader, Highland Park High School, Highland Park, MI 48203

2005-2010

- Collaborated with social studies department members to connect content to students' prior knowledge and interests
- Led and participated on several curricular, school climate and school improvement committees

Additional Experiences

Manuscripts

Monte-Sano, C., & Allen, A. (2018). Historical argument writing: the role of interpretive work, argument type and classroom instruction. *Reading and Writing*, 1-28.

Research Assistant(ships)

Project Title: *Developmental Designs* and UM-SoE Implementation Research Partnership
 Co-analyzed qualitative and quantitative data and co-wrote summary report regarding several schools' implementation of *Developmental Designs* (a social-emotional learning approach to discipline and instruction for grades 5-9).

Project Title: "Mapping the Literature on EMOs and CMOs"

Wrote paper as first author on EMO and CMO "hubs" (equivalent to traditional districts' central offices)

Community-based Volunteering

Sisters. Teaching. Young. Ladies. Excellence. (STYLE), Co-Chair (2022-2024)
 Inspiring Our Sons (IOS), Secretary of the Board (2012-2015)

Certification/ Training

Equal Opportunity Schools (EOS) * Critical Friends Group (Certified Coach)
 Comprehensive School Threat Assessment Guidelines (CSTAG)
 Central Office (AC) * Elementary & Secondary Admin K-12 (ES)
 Social Studies (RX) 6-12 * History (CC) 6-12

Christian R. Kosky

EDUCATION: Eastern Michigan University, Ypsilanti, Michigan

Post Baccalaureate Teaching Certificate: Major in Special Education 2023
MTTC Emotional Impairment

Post Baccalaureate Teaching Certificate: Major in Teacher Preparation 2013
MTTC Secondary Social Studies

Master of Public Administration: Concentration in Public Management 2007
Honors: *NASPAA Accredited National P.A. Honor Society; Pi Alpha Alpha, Zeta Tau Chapter*

Michigan State University, East Lansing, Michigan

Bachelor of Arts in Psychology 2003

Bachelor of Arts in Criminal Justice 2003

Honors: *University Honors and Dean's List*

EXPERIENCE: Washtenaw Intermediate School District: Progress Park, Ann Arbor, Michigan

Teaching Assistant 2007 – Present

- Led groups of emotionally impaired students in a county-wide K-12 center based program.
- Collaborated with a diverse team of coworkers including social workers, psychologists, teachers, school district consultants and principals to develop, maintain, and implement behavioral modification plans for students while continually refining the plans to improve their effectiveness.
- Worked collaboratively as well as independently in a complex and often challenging environment.
- Created and implemented a new paperless, online, feedback sheet system to be used by all staff as a way to incorporate technology in the classroom with students and their respective parent/guardian via email and google classroom as measured by viewable feedback sheets and student access in Google Classroom.
- Analyzed and assessed student data, specifically IEP and program goal percentages, hourly, daily, weekly, monthly, marking period, and semester percentages, as well as stage level and staff comments and concerns, as measured by the development of IEP goals and objectives and the creation of positive behavior support plans.
- School improvement team and morale boosters club team member

Certified in Non-Violent Crisis Prevention by the Crisis Prevention Institute, Inc.

Certified in Restorative Practice Basic Circle Training by The Dispute Resolution Center

Trained in Trauma Informed Care from Starr Commonwealth

South Meadows Elementary School: Chelsea School District, Chelsea, MI 2023

Student Teaching: Special Education Emotional Impairment TC

Provided In-Classroom and Pull-Out Support for Academic Services of Math, Reading, and Writing Supported 3rd Grade Students in the Wilson Reading System as a Tier 3 Intervention

Provided Services to Students with a Variety of Disabilities

-VI/Fully Blind, HI/DHH, Cochlear Implants, SLD – Math/Reading, Speech and Language

Mill Creek Middle School: Dexter Community Schools, Dexter, Michigan 2013

Student Teaching: Secondary Social Studies

Quiz Bowl Volunteer

Assistant Track Coach

Ann Arbor Public Schools Rec and Ed, Ann, Arbor, Michigan 2013 – 2017

Safety Town Teacher

Teaching 4-6 year old pre-k and kindergarten students

Effectively collaborating with parents, administrators, and Police Safety Officers

Wide World Sports Center, Ann Arbor, Michigan 2012 – 2015

Indoor Soccer Official

Ypsilanti Public Schools, Ypsilanti, Michigan

Multiple Roles

2003 – 2006

- Applied one on one instruction with general education and special education students.
- Observed and documented student behavior in an effort to identify barriers to progress.
- Provided analytical reports to senior faculty to help recommend improvements in teaching methods, teacher-student interactions, and overall student growth.

Michigan State University, East Lansing, Michigan

Supervisor: Recreational Sports and Fitness Services

2001 – 2003

- Supervised student and non-student staff in day-to-day operations; maintained facility operations.
- Created and managed employee schedules with a focus on prioritizing student-employee schoolwork; carefully ensured that employees kept agreed schedules.
- Evaluated employee performance and trained new employees to help ensure employee success in their roles.

RESEARCH: Capstone: Master's in Public Administration, Eastern Michigan University

Check Fraud Diversion Program: An Evaluation of a Diversion's Success 2007

- Eaton County Prosecutors Office: Economic Crimes Unit: SPSS/STATA Data Evaluation of 2005-2006 Check Cases within the Check Fraud Diversion Program, 2007.
- Applied extensive experience using social science research methods paired with statistical techniques to develop an analysis of methods to help reduce check fraud.
- Organized results from complex analysis in a clear and concise manner for presentation in the data evaluation report.

Research Assistant: Michigan State University, East Lansing, Michigan 2003

- Conference presentation: Validation of the Psychological Empowerment Scale (Livingston, J., Hines, R., Kosky, C., Brentley, J., Dixon, P.); King Chavez Parks Scholars Conference, 2003, Nov.
- Research topics:
 - SPSS Data Evaluation: AA Activism and Psychological Well-Being Project.
 - Implementing survey development and data management through collection and coding.

INTERNSHIP: Eaton County Prosecutor's Office, Lansing, Michigan

Economic Crimes Unit

2003

- Conducted site visits to collect field data on check fraud diversion program participants and potential participants.
- Managed the collection of data into individual dossiers and provided regularly updated progress.
- Handled diversion cases in accordance with state law under the guidance of the Assistant Prosecutor.
- Used data from Eaton County's check fraud diversion program to produce statistical analysis for improving program success.

SKILLS:

Able to work with and lead varied groups of people from all backgrounds. Capable of operating with minimal oversight both individually and in group environments. Able to provide frequent status updates to management and senior staff. Capable of developing in-depth, academically-sound statistical analyses of assessments and complex topics and creating concise reports for colleagues and Administrators.

COMPUTER:

Google Classroom, Power School, Academic Apps (Edgenuity, History Alive, National Geographic), SPSS, STATA, Geographic Information Systems, and Microsoft Office (extensive experience with Excel).

OTHER:

Life-long athlete in several sports since the age of 5: avid baseball player; devoted soccer player; Mixed Martial Arts Training (Muay Thai, Brazilian Jiu-Jitsu, Boxing, and Grappling); avid weight lifter; active runner; cyclist; regularly at the local rock climbing gym; frequent kayaker.



7265 North Ann Arbor Street, Saline, MI 48176
734-401-4000

This plan has been updated on September 10, 2024

NOTE: The following plan was executed during the height of the Covid Pandemic. The plan remains in place and is ready to be executed IF we were mandated to implement any Covid protocols as directed by the Governor / Michigan Department of Education.

Return to In-Person Instruction and Continuity of Services Plan

Introduction

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

This plan describes how Saline Area Schools will provide a safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. This report complies with all reporting requirements of the ARP Act (Public Law 117-2), the ESSER III grant terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the United States Department of Education, 86 FR 21195.

Saline Area Schools was in-person for the entire 2021-2022 and 2022-2023 school year. If new or continuing pandemic concerns arise, the district will make every effort to maintain in-person instruction during the 2023-2024 school year.

Community Input

- Let's Talk - developed a specific "COVID-19" platform for community members to give feedback on critical issues and allow students, parents, and staff a safe way to reach administration 24/7 from any device
- COVID-19 Family Surveys - used forms to collect feedback related to health and safety, virtual learning, and school protocols.
- Virtual Forums - hosted Zoom and Facebook Live listening sessions to engage the community in 2-way conversations during both shutdown periods and extended hybrid learning environments.
- Virtual Meeting - hosted Zoom meeting to gather feedback regarding district stakeholder priorities as it relates to identified needs and priorities resulting from the pandemic.
- Virtual Meeting - April 26, 2023
- Virtual Meeting- April 23, 2024

Previous Plan Revision & Approval Dates

September, 2022

February, 2023

September, 2023 (BOE Agenda 9/26/23)

February, 2024 (BOE Agenda 2/27/24)

April 23, 2024 (revision)

September 10, 2024 (final revision & BOE Agenda)

Section 1

Saline Area Schools plan regarding how it will maintain the health and safety of students, educators, and other school district staff. Specifically, adopted policies and district actions for the CDC's safety recommendations for universal and correct wearing of masks, modifying facilities to allow for physical distancing, handwashing, and respiratory etiquette, cleaning and maintaining healthy facilities, improved ventilation, contact tracing/isolation/quarantining, diagnostic and screening testing, efforts to provide vaccinations, appropriate accommodations for students with disabilities with respect to health and safety practices, and coordination with state and local health officials.

Saline Area Schools has provided updated CDC guidance to families through ongoing communications. That information is located [HERE](#).

Universal and Correct Wearing of Masks

Saline Area Schools will not require that masks be worn at school, school-sponsored events, or during extracurricular activities unless required to do so under a public health order. However, individuals may wear masks if they choose. Saline Area Schools will support anyone who opts to wear a mask for any reason (even when levels are low or moderate).

For those who are able (e.g., excluding children under 2 and certain children with conditions that make it difficult to mask), masking is strongly recommended when:

- The student or staff member lives in a household with a positive case or has had personal/social contact with a positive case.
- There is an outbreak or cluster.
- Community transmission is high.
- The student or staff is returning for days 6-10 after symptom onset or testing positive.

Modifying Facilities to Allow for Physical Distancing

If new or continuing pandemic concerns arise, Saline Area Schools will make every effort to maximize social distancing through daily operating procedures. However, due to square footage limitations, desks and other seating arrangements are generally not able to be organized in a way that meets all social distancing guidelines.

Extraneous furniture will be removed from classrooms to allow for maximum desk spacing.

Handwashing and Respiratory Etiquette

Saline Area Schools will continue to promote handwashing and good hygiene practices, including respiratory etiquette to all students, staff, and visitors. Alcohol-based hand sanitizer will be available throughout the facilities.

Cleaning and Maintaining Healthy Facilities

Saline Area Schools maintained increased facility cleaning schedules for the 2022-2023 academic school year. These schedules will include daily intensive cleaning and regular disinfecting. Each classroom will have access to alcohol-based hand sanitizer. Each classroom will have access to disinfectant products for desks and other shared objects.

Improved Ventilation

Saline Area Schools has upgraded ventilation system filters throughout the district and increased air changes per hour to exceed the recommendations. Saline Area Schools will continue to analyze and evaluate the efficiency and effectiveness of the building's HVAC systems.

Contact Tracing / Isolation / Quarantining

Saline Area Schools will exclude student and staff COVID cases from school per state and local health department guidance.

Diagnostic and Screening Testing

Saline Area Schools will offer resources for testing and/or assessment when a staff member of student is suspected of having a communicable illness.

Efforts to Provide Information about Vaccinations

The district will continue to notify all stakeholders of local vaccination opportunities and all relevant vaccine information.

Appropriate Accommodations for Students with Disabilities with Respect to Health and Safety Practices

Saline Area Schools will provide students with disabilities the accommodations needed to meet the individual needs of the student to ensure safety.

Coordination with State and Local Health Officials

The district will continue to coordinate with state and local health officials.

Section 2

Saline Area Schools plan regarding how it will ensure the continuity of services. Specifically, services to address student academic needs, services to address student and staff social, emotional, and mental health needs, and student food service needs.

Services to Address Student Academic Needs

In addition to meeting the requirements of Michigan law, Saline Area Schools will continue to reassess remediation processes and programs to best meet the needs of all students.

Students will be assessed regularly using various local and standardized assessments. Students requiring remediation or intervention will have designated opportunities throughout the school day.

The district will continue to monitor all student progress, including state assessment results, to identify areas of student need.

Summer learning opportunities will be provided for qualified students who are in need of remediation.

Services to Address Student and Staff Social, Emotional, and Mental Health Needs

Saline Area Schools has increased the number of Social Workers available to the students. Each building has a dedicated Social Worker(s) for the students, and the district has Social Worker(s) dedicated to helping students and families connect with outside agencies for additional support. We have also added Social Emotional Learning Coaches (SEL) in our buildings to address the social and emotional needs of our students.

At Heritage School, Saline Middle School, Saline Alternative High School, and Saline High School, school counselors are available for all students and staff and provide guidance counseling and mental health support.

The district has doubled the number of Certified Behavior Specialists (BCBA) to help assist staff with students who are experiencing behavioral issues.

Saline Area Schools continues to provide professional development regarding trauma-informed instruction.

The district uses social-emotional screeners as necessary.

The district uses the Comprehensive School Threat Assessment Guidelines (CSTAG) when evaluating students with social, emotional, and mental health concerns that can lead to threats. All district administrators were trained in CSTAG protocols during the 2021-2022 school year to address behaviors that might be threatening and to put appropriate therapeutic interventions in place when needed.

The district employs a School Resource Officer (SRO) through Pittsfield Public Safety, who is available to assist students who may have personal safety concerns outside of school. In addition, the District enjoys a collegial relationship with the City of Saline and the Saline Police Department. In August 2023, a School Resource Office was hired to serve the central campus area. The SRO serves to educate and oversee any safety concerns, both during the school day and in the community.

Student Food Service Needs

Saline Area Schools provides a comprehensive breakfast and lunch program for all students. The district has provided parents with information to apply for free/reduced meals and the application process is available on the district's website.

Section 3

Saline Area Schools plan regarding periodic (no less frequently than every six months until September 2024) review and appropriate revisions of this plan. This review includes how the district will seek public comment and take such feedback into account when determining if the plan should be revised and the revisions that are necessary. This process should consider the timing of significant changes to CDC guidance on reopening schools. Any revisions must address the aspects of safety currently recommended by the CDC.

How the District Will Seek Public Comment

Saline Area Schools will continue to review and revise this plan as necessary and as required by law. The district may use the following methods to provide opportunities for public input:

- Board of Education Meetings
- Community Zoom sessions
- Public Comment at Regularly Scheduled Board of Education Meetings
- Formal Annual Surveys (District Quality Survey)
- Informal Surveys (as needed)
- Let's Talk Communication Tool

Taking Community Feedback into Account when Determining if the Plan Should be Revised and the Revisions that are Necessary

When reviewing and revising the plan, Saline Area Schools will consider all public input. Specific recommendations from the public will be considered regarding the current plan, the need to revise the plan, and the revisions deemed necessary.

The district will review the plan no less frequently than every six months until September 2024.

The review process will also consider the timing of significant changes to CDC guidance. Revisions made will address the aspects of safety currently recommended by the CDC.

Section 4

Saline Area Schools plan regarding the format and understandability of the plan. Specifically, the plan must be written in a language that parents can understand and follow a uniform format. If necessary, upon request, the plan can be

translated or provided in an alternative format accessible to parents with disabilities.

Format and Understandability of the Plan

Saline Area Schools will make every effort to maintain a plan that is provided in a uniform format and is written in language that parents can understand. The plan will be divided into four sections designed to meet the requirements of the law. The community can always ask for clarification of the plan by contacting Stephen Laatsch, the Superintendent of Schools.

Upon Request, the Plan can be Translated or Provided in an Alternative Format Accessible to Parents with a Disability

Upon request to the Superintendent, the District shall make reasonable accommodations for a person with disabilities to participate in the public input meetings and access the plan.

MEMORANDUM

September 10 2024

To: Board of Education

From: Jenny Miller, Chair, Policy Committee

Re: Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities - Consent Agenda



Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities (Neola Update)

This policy has been updated by Neola to add the statement regarding the date since this policy only covers reports or formal complaints PRIOR to August 1, 2024. There will be a new policy forthcoming (Policy 2264) which will cover all reports or formal complaints AFTER July 31, 2024. This new policy is still in review by the Policy Committee under the guidance of the Title IX Coordinator.



Book	Policy Manual
Section	2000 Program
Title	Copy of NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	
Adopted	August 25, 2020
Last Revised	June 14, 2022

**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*

* Unless otherwise prohibited by the July 2, 2024 Court Decision (State of Kansas vs. United States Department of Education)

Introduction

The Board of Education of the Saline 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 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).

"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. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.

1. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ 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. Attempted rape is included effective upon the FBI retires the Summary Reporting System, which is scheduled for January 2021.

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 effective upon retirement of the Summary Reporting System, which is scheduled for January 2021.

2. *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.
3. *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.
4. *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.
5. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
6. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by State law.

7. *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. Consent can be taken away at any point.

8. *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.

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

1. a current or former spouse or intimate partner of the victim;
2. a person with whom the victim shares a child in common;
3. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
4. 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
5. 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.

E. "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.

F. "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 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), referral to Employee Assistance Program, 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 Coordinator(s)

The Superintendent annually, or as needed, designates individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations.

The names, titles and contact information of these individuals will be published annually, or as needed, on the School District's website under "Annual Notices" and in the parent/student and staff handbooks.

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 Saline 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.

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), 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 provide 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: salineschools.org. 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 Coordinator's(s') 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 imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), 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 Coordinator(s). Anonymous reports may be submitted using the hotline reporting number (734-401-4002).

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 within forty-eight (48) hours. 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. The Title IX Coordinator will provide the parties with reasonable updates on the status of the grievance process.

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 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 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) therefore 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 Respondent, or by more than one Complainant against one or more Respondents, or by one 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 Complainant or more than one 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.

The District establishes the following restrictions, which apply equally to both parties, regarding the extent to which an advisor may participate in the proceedings so long as the advisor's participation is not disruptive to the investigation process.

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 three (3) 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 investigator and/or 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 Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and prior to the decision-maker(s) issuing a determination of responsibility, the decision-maker(s) may conduct a hearing.

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. school-related detention.

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. demotion;
- G. suspension with pay;
- H. suspension without pay;
- I. 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 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 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;
- 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; and
- D. The recommended remedies (including disciplinary sanctions/consequences) are unreasonable in light of the findings of fact (i.e., the nature and severity of the Sexual Harassment).

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 two (2) 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 imposing any remedy, including 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 Coordinator(s). 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 decision-maker(s) for the appeal shall determine when each party's written statement is due.

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)' 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 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).

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 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 discretion to appoint two 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.

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.

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)