

**JENISON PUBLIC SCHOOLS:
A PLANTO**

CREATE BELONGING



**Trust. Honesty. Empathy. Integrity.
Responsibility. Respect.**

[Sec. 1] Definitions & Clarifications

Diversity, Equity, and Inclusion work to create belonging for all students.

- a) Diversity: the practice or quality of including or involving students from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
- b) Equity: the quality of being fair and impartial for all students.
- c) Inclusion: the action or state of including or of being included within the school community and the district.
- d) Belonging: the feeling of security and support when there is a sense of acceptance, inclusion, and identity for all students.

[Sec. 2] Student Handbook

- a) Enforce #9 of Section 2.8 of Prohibited Acts located in the JPS Student Handbook and train/equip teachers, administration, leadership, staff (including food workers, bus drivers, secretaries) to identify verbal/derogatory conduct and how to deal with it immediately (including supporting the victim) and reporting the incident.
- b) If a student is displaying behavior that disrupts the sense of belonging in the school the following actions are examples of some disciplinary actions.

FIRST OFFENSE: Intervention/Restoration and Minimal Out-of-School Suspension

SECOND OFFENSE: Intervention/Restoration and 10 Day Out-Of-School Suspension

THIRD OFFENSE: Board Approval Suspension (more than 10)

FOURTH OFFENSE: Board Approval Expulsion

*intervention/restoration may look like a restorative conversation with all parties, why it was wrong, and next steps needed to help fix it.

[Sec. 3] Reporting Incidents

- a) JPS should have a program (such as a spot on the school website) to report incidents that students feels disrupts a positive and inclusive school culture. This form should include an anonymous option.
- b) A triage style team should be designated to investigate incidents with the appropriate people corresponding. This would be made of selected teachers, dean of students, support systems coordinator, assistant principals, and principals.
- c) All administrators (to the specific building and the district) should have access to review the incidents and follow up/investigate it.
- d) Yearly reviews should be conducted on data pulled from the incident reporting and determine areas of growth and areas of improvement.
- e) Oversight should be available to ensure that building administration is taking action on the incidents reported.
- f) This program should be talked about and communicated all over the district so that everyone is aware of the program.
- g) Parents should have access to be able to submit an incident report as well.

- h) Regular surveys should be conducted for staff, students, and families to fill out about belonging and inclusion. Use the data in making change. Identify areas of growth.

[Sec. 4] Evaluating Incidents

- a) When an incident is reported or brought to attention for administration to review, it is the responsibility of the administration to act swiftly, appropriately, and responsibly.
- b) When there is credible evidence of a student engaging in a way that does not represent the core values of Wildcat Way or does not foster an environment for belonging, such as using slurs, derogatory terms/gestures, or any other behavior that does not foster belonging, necessary (age-appropriate) discipline should take place such as detention, suspension or an expulsion.
- c) All administrators in the district should be continuously properly trained and equipped with how to deal and discipline situations/students where there is a disruption to the sense of belonging.
- d) If an administrator is unsure about how to proceed with an incident, they should communicate with the District Director for DEI (see Section 6).
- e) Administrators should connect any and all students whose sense of belonging may have been disturbed and connect them with proper student support and resources.
- f) Any incident that occurs, an administrator should contact and let the parents or guardians of the children involved know and offer appropriate resources.

[Sec. 5] Zero Tolerance Policy

- a) Post a statement (for example: on the doors, website, and student code of conduct at each Jenison Public Schools building) stating that there is a zero tolerance policy for racism, homophobia, transphobia, ableism, sexism, xenophobia, etc. of any kind in any JPS facility and there will be consequences if anyone does not follow this rule.
- b) Meetings with building Principals and Assistant Principals across the district are needed to state that it is the responsibility and part of their job to ensure that a sense of belonging is being felt at their buildings and if problems do occur it is their responsibility to report and investigate it in an appropriate and proper manner, ensuring that the situation is dealt with and the victims are supported and understood.
- c) Investigate administrators, teachers, or staff who may not be dealing with situations in timely and appropriate manners. Hold them accountable to make sure that proper protocol is being followed.
- d) Follow set procedures to insure that disciplinary action is taken when appropriate and needed.
- e) Add this policy to the website, student code of conduct, and have it be communicated at open houses and orientations.
- f) This zero tolerance policy shall also define what discrimination, harassment, and bullying is.

[Sec. 6] Oversight of Belonging & DEI

- a) Designate a district level position for a Director of DEI (or something similar) that will work directly with district administration to insure that proper procedures and protocols are taking place. This

- person will oversee and expand equity initiatives in the district. They will make sure the district is thinking systematically in efforts to mitigate biases and unintended outcomes.
- b) Establish an internal core team made up of representatives from all areas of the school district (each building, staff, students, and families) to meet regularly and share knowledge and brainstorm solutions.
 - c) Engage administration, internal core team, and Director of DEI in continuous learning consciousness and cultural competency.
 - d) Both the Director of DEI and the core team would create resources, tools, and strategies to advance equity internally and externally for the district.

[Sec. 7] Edits to the School Website

- a) The school website (jpsonline.org) should have a section under “District” titled “Creating Belonging” or something similar, and should list the zero tolerance policy, explain the process of reporting incidents and how they are investigated, contact information for staff to further discuss concerns, state that JPS is dedicated to creating a sense of belonging for all students and a personalized statement from the Superintendent to ensure that the district is dedicated to making sure that students feel like they belong at JPS.

[Sec. 8] Inclusive & Diverse Curriculum

- a) The internal core team (see section 6b) should review curriculum to make sure that proper representation is being had in all areas.
- b) A “Wildcat Way Curriculum” (or something similar) should be added to include designated times throughout the school year for all buildings to go over things to better make sure that everyone feels as though they belong at Jenison Public Schools. This can include conversations/activities that encourage you to think beyond yourself and spark critical thinking.
- c) “Cat Cash Program” (or something similar) should be district wide and students should be rewarded for exemplifying the Wildcat Way by creating an environment where all are included.
- d) More curriculum should reflect on learning about different cultures and traditions (in an appropriate way) and about accepting and treating everyone equally.

[Sec. 9] Changes to District Job Descriptions

- a) ALL Jenison Public Schools employees job descriptions should have a requirement that to work for JPS, one need is to be willing and dedicated to creating an environment where all children feel welcome, supported, and included.
- b) Hire people who show a commitment to diversity and inclusion.

[Sec. 10] Final Statement

JPS: A PLAN FOR CREATING BELONGING

Jenison Public Schools needs to show commitment to diversity, equity, and inclusion to create belonging. By doing the things mentioned in this plan, we can start to be proactive instead of reactive. Jenison Public Schools has the potential to be a place students can say they graduated from and say it happily. Jenison Public Schools has the potential to be a place where all students feel welcome, understood, and supported. Jenison Public Schools has the potential to be an example to other schools around us. Jenison Public Schools has the potential to be a community united, not a community divided. Jenison Public Schools has the potential to send out students into the real world and have them readily equipped. We can be the change. We can be an example. However, we need to show a commitment to advancing belonging and it starts with the things listed in this plan.



Let's make it a great day to be a wildcat.



**Trust. Honesty. Empathy. Integrity.
Responsibility. Respect.**