



HOLT JUNIOR HIGH SCHOOL
COURSE GUIDE
2024-2025

Mission Statement

Innovate. Educate. Inspire. Empowering all Students to Make a Positive Impact in Their Communities.

Vision Statement

The Vision of Holt Public Schools is to Empower our Learning Community to Make a Positive Impact on the World.

Belief Statement

We believe in an educational system where:

- *All students (6 weeks - post-secondary) have value and can learn.*
 - *Our schools are inclusive and meet the needs of every student.*
 - *Our schools encourage curiosity and lifelong learning.*
- *School, home and community partnerships promote educational excellence.*

We are a destination district for exceptional educators.

(517) 694-7117 (phone)

(517) 694-3535 (fax)

1784 N. Aurelius Rd. Holt, MI 48842

Building website: <https://www.hpsk12.net/our-schools/junior-high/>

For details on all courses: <https://hpsk12-public.rubiconatlas.org/home>

Please see the [Junior High Student Handbook](#) for other important building information.

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February 2024

Dear Student(s) and Parent(s)/Guardian(s),

Welcome, students and families! We are very pleased that you have chosen Holt Junior High School for your educational needs.

In addition to maintaining a safe and positive school climate, our school provides all students with a rigorous core and elective college preparatory curriculum that is aligned to the Common Core State Standards for the State of Michigan. To meet these expectations, we rotate among three daily schedules that include core classes, electives classes, and our Ram Time, which is a 25-minute period, two days a week, similar to a homeroom, where students work with an assigned teacher on academic and non-academic skills. Each semester is 18 weeks long with a final exam counting for 20% of the overall course grade.

At Holt Junior High, we seek to provide a rich learning environment in the classroom for all learners. However, for students interested in alternative options, such as acceleration or extra support classes, please review the information on page 16 of this manual.

Within the course guide, we provide you with course offerings along with sample student schedules to help you better understand how a typical student schedule may look. Please take some time to review this manual and direct any questions that you may have to the Holt Junior High School Counseling Department at 517-699-1105.

Parents/Guardians: if you feel you have unique information that would assist us in the placement of your student, please be on the lookout in late March for a parent input survey of student needs. It is helpful for us to have this information early for planning purposes. Please know that we will take parental/guardian input into thoughtful consideration but cannot guarantee placement in a particular classroom, with a specific teacher, or with certain friends.

We look forward to another successful school year and an opportunity to provide all students the best educational opportunities possible. Please feel free to visit Holt Junior High School in person or on-line at www.hpsk12.net/juniorhigh and check out some of the exciting activities that are happening throughout the school year.

Sincerely,

Dominic J. Knighten

Dominic J. Knighten
Principal
Holt Junior High School

Academic Program 2024-2025 Holt Junior High School 7th Grade

7th Grade Overview

Holt Jr. High School views the seventh-grade experience as a part of the transition from the middle school instructional programs. We understand that students may need guided support in taking ownership for their learning, and we work to provide that structure and instruction throughout the year. The workload demands will increase, and organization becomes a key skill as students navigate their courses of studies.

Semester work and final exams: The year will consist of two semesters, approximately 18 weeks long, each culminating with final exams. Final exams count 20% of a student's semester final grade.

Required (4.5 sections)

English Language Arts (year)

Mathematics (year)

Science (year)

Social Studies – Ancient World History and Geography (year)

Health/Physical Education (1 semester)

The 7th grade elective program is an “exploratory block” program where students can explore several different areas of interest. The purpose of an exploratory program is to expose students to a variety of experiences that allow them to develop new interests and talents. In making elective choice(s), it is strongly recommended that present interests, high school goals, and parental desires guide student choice(s) to some extent.

Electives (1.5 sections)

Art 7 (1 semester)

Band 7 (year)

Computers (1 semester)

Concert Choir 7 (1 or 2 semesters)

Honors Choir 7 (year)

Intro to French (1 semester)

Intro to German (1 semester)

Intro to Spanish (1 semester)

LINKS (1 or 2 semesters)

Physical Education (1 semester)

STEAM 7 (1 semester)

~Introduction to Theatre (1 semester)

~Dramatic Speech (1 semester)

~Global Travels (1 semester)

~Inquire and Explore (1 semester)

~Probability & Statistics Math (1 semester)

~Explore

~Family Consumer Science (1 semester)

~Yearbook

Please be aware that the elective menu described on this page is subject to change due to potential budget cuts, program improvements, student interest, or any combination of the three. If different choices become available, *we will make choices for students based on students' interests and the availability of slots.*

If a student does not turn a completed schedule request form in, we will make choices for students based on the availability of classes.

~May or may not be offered.

7th GRADE REQUIRED COURSES

English Language Arts 7

English 7 is a standards-based course that helps students develop reading, writing, speaking, and listening skills that will help them to be happy, knowledgeable, successful members of the global community. The overarching theme of English 7 is "finding your voice and telling your story." While exploring this theme, students will read complex texts, analyze how authors craft their ideas, interpret the effects of authors' choices, and develop their own writing for specific purposes and audiences. By the end of the course, students will construct original poems, many single-paragraph responses to literature and nonfiction, an original short story, and a logically organized argument paragraph.

Math 7 (Pre-Algebra/Beginning Algebra)

This course is designed to challenge students to begin the transition from arithmetic to higher-level mathematics and to become better problem-solvers. Students must think systematically and critically about mathematics, its rules, and structure. Students should be making connections among mathematical ideas as well as connections to mathematics in the everyday world. Students will be working in groups as well as on their own, analyzing and organizing their thoughts, and making generalizations needed for algebraic thinking. Students are transitioning from whole number to real number, from number to variable, from specific cases to generalizations, from memorized facts to interrelated ideas, and from the knowledge level to higher order thinking skills. The curriculum reflects the Common Core State Standards.

Course Objectives:

The following topics and objectives should be addressed in the units covered

- Rates, ratios, proportions, and their applications
- Similar triangle relationships
- Examining relationships between situations, equations, tables, and graph
- Recognizing linear and non-linear functions
- Adding, subtracting, multiplying and dividing with positive and negative rational numbers
- Solving linear equations with variables on one or both sides
- Represent and interpret data in various ways and computing statistics about data sets
- Creating sample spaces to find theoretical probabilities of events

Science 7

Seventh grade Science integrates the Performance Expectations (state science standards) across physical, life, and Earth and space science domains. Students delve into chemical reactions and matter and energy. From there they move to metabolic reactions, matter cycling, and ecosystems and biodiversity. They wrap up with investigating Earth's resources and the human impact on those resources. Throughout all units, students develop their ability to solve problems, develop models, ask and answer questions, and argue from evidence.

Social Studies 7

Students will explore the beginnings of human history, as well as ancient and classic civilizations. Students will deepen their understanding of the five themes of geography. Students will specifically examine the Agricultural Revolution and early civilizations and pastoral peoples, as well as classic civilizations, world religions, and major empires. As a bridge to 8th grade US History, students will study three continents through 1500 AD/CE. As a part of their geographic studies, students will examine human systems, cultural diffusion, technology patterns and networks, patterns of settlement, forces of conflict and cooperation, as well humans, the environment, and society.

Health 7 (1 term)

Students will explore various topics of health education following the Michigan Model Health curriculum. Topics include: First Aid/CPR, drugs and alcohol, , nutrition, mental health and state mandated reproductive health and HIV/AIDS education. Students will engage in a variety of experiences to explore these learning units including group work, presentations and Power Point based lessons. Students will learn skills to help keep themselves safe like: Refusal skills, Identifying Trouble, Problem Solving and I-messages. Health 7 is a mandatory elective lasting 1 term (9 weeks) and is designed to provide a common experience for all Holt Junior High students. Health Education at Holt Junior High is based on the most current research and information and is reviewed and approved by the District Sex Education Advisory Board which is composed of a community-based panel of experts.

Physical Education 7 (1 term)

Physical Education class introduces students to the activities, knowledge and attitudes needed to manage their own fitness and to prepare them for a lifetime of physical activity and health. Students will receive instruction for, and participate in, personal conditioning activities as well as experience team, dual, and individual sports. Activities include muscular strength and endurance training, cardiovascular development, basketball, volleyball, soccer, tennis, pickleball, softball, speedball, large group games and activities, and other team and dual sport options. All students will also participate in the Presidential Physical Fitness Testing program. All enrolled students must dress in athletic attire for class and either provide their own lock for the locker room or borrow one from the physical education department. If the lock is not returned at the end of the time in PE class, there is a \$10.00 charge for the lock.. Students will be evaluated on their daily participation, effort, attitude and behavior, their skill improvement and knowledge acquired during class. All students will complete a final exam at the end of their time in class. The exam is a 14-minute jog.

7th GRADE ELECTIVE COURSES

Art 7 (1 semester)

In 7th grade Art, students use a variety of mediums including graphite pencil, pastels, paint and clay. Concepts include basic shading, value and texture, basic perspective and color theory. Students will be introduced to various artists and styles from around the world. This is an introductory course. Students will succeed, whatever their talent level, if they follow directions, put forth good effort, participate and complete all projects on time. All students will put together a final portfolio and written reflection of their best work as a component of their final exam.

Band 7 (year)

The Concert Band class is geared toward reinforcing good basic concepts of tone and technique. The students will learn how to blend their sound with other instruments and will work on developing strong instrumental sections. A great deal of emphasis will be placed on individual performance skills, and on learning how to become a responsible member of a performing ensemble. All band students entering the 7th grade, who successfully completed band in the previous year will be placed in the Concert Band and must elect band for both semesters. Students who did not take band in sixth grade and wish to participate in seventh grade band must have permission from the band director prior to band placement. In the spring, Concert Band members will have the opportunity to audition for placement in the Symphony Band the following year. Performances for the Concert Band will include regularly scheduled band concerts, and the Spring solo and ensemble festival.

Computers (1 semester)

Students will learn and apply the “Touch Method” of keyboarding to provide the foundation necessary to become proficient typists at 30 words per minute with 3 or fewer errors. Students will also begin creating their EDP (Educational Development Plan) through the use of Xello (formerly Career Cruising) to help them begin to plan out their future with the use of assessment tools, detailed occupational profiles, and comprehensive post-secondary education information.

Concert Choir (1 semester)

Students will experience vocal music through performing, creating, and listening to a variety of musical styles. Students will explore the music of many cultures in a diverse learning experience. A major emphasis will be placed on large group and small group vocal production through performance. Students can expect to sing music made popular by past and current performing artists, songs from American musical theater, and music composed for the choral ensemble. Each semester will conclude with a required concert for the community.

Dramatic Speech (1 semester)

Dramatic Speech offers students opportunities to experience public speaking and to critically evaluate the soundness of other’s performances, as well as analyze information presented in other diverse media formats. Students will study both structure and presentation techniques including, but not limited to, informational, persuasive, and motivational speeches, as well as debate, spoken word, and storytelling. All students will be assessed upon Common Core English Language Arts Standards and self-reflect throughout the semester on individual learning.

Honors Choir 7 (year)

Honors Choir is a yearlong course that teaches music performance and literacy at the highest, competitive level. The group will learn how to sing and read music as well as exploring the elements of various musical styles and cultures. Honors Choir students may attend MVSMA choral festival in the spring where they perform for a panel of judges and compete with other Junior High choirs from around Michigan. Honors Choir may be divided into Treble and Tenor/Bass sections, based on interest.

Introduction to Spanish, German and French (1 semester)

This introductory course will provide students an opportunity to explore a foreign language. Students will be working with vocabulary on a variety of topics in order to develop listening and speaking skills. Students will also study geography and culture in order to begin to develop a fuller understanding of the people behind the language being studied. Taking this course will allow students to have more insight into the language and culture before making their full-year language selection. This course is NOT a prerequisite for the 8th grade/full-year language course but is recommended for those interested in pursuing foreign language instruction.

Jr. Links (1 or 2 semesters)

Peer to Peer Jr. Links is an elective course that provides students opportunities to support and model academic and social skills. Positive outcomes in the school experience of a peer with specific learning needs are promoted. There is a focus on leadership skills, understanding and adapting to individual differences, written and verbal communication skills, modeling social experiences, and advocating for others. Neurotypical and neurodiverse students work together in an integrated, positive environment to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. Peer to Peer focuses on creating connections within a diverse group of students to ensure all students are acknowledged for what makes them unique while understanding what connects us all. The curriculum includes reflective journaling activities, multi-media content related to disabilities and inclusion, pre/post assessments, classroom participation with peers, and a final project. Time outside of the classroom may be required. This is a general elective course that awards credit as approved by the Michigan Department of Education and a grade to general education students.

Physical Education 7 (1 semester, may be taken in addition to required Health/PE combo)

STEAM 7 (1 semester)

Students will explore Science, Technology, Engineering, Arts, and Mathematics through an innovative approach to learning in which students use problem solving skills to tackle hands-on learning activities.

Introduction to Theatre (1 semester)

Introduction to Theatre will allow students at the Junior High to experience creating, performing, responding, and connecting to theatre in its many forms. Students will have opportunities to study, analyze, write, design, and perform both scripted and unscripted work in the form of monologues, scenes, plays, and improvisational performance. It is designed as a survey course for students to be exposed to many aspects of theatre both onstage and backstage, including as a critical audience member learning valuable skills rooted in the techniques of the field. Each semester there will be an effort made to expose students to a live theatre production, as well as offer a performance opportunity. There is no academic pre-requisite for this course. All those interested in and willing to fully engage and participate in all aspects of the course are welcome.

Global Travels (1 semester)

Students will become more effective citizens in our global society by “traveling the world” together in this elective class. Students will complete projects, make presentations, and participate in celebrations throughout the term long course.

Inquire and Explore (1 semester)

Students will do hands on lab experiments and use science practices to inquire about and explore topics in the life, physical, and earth sciences.

Family Consumer Science

This will be an introductory class to explore topics in Family and Consumer Sciences (FCS). Possible topics may include: *nutrition & food preparation, sewing, child development & care, families, communication, interior design, consumer decisions.* Topics covered in Intro. to FCS will give students

skills to assist with making healthy life choices, living independently and becoming college and career ready.

Explore (Future Proud Michigan Educator)

Description: In effort to help grow and diversify the educator workforce and reduce educator shortages, FPME will attempt to recruit students to explore what it is like to work in the field of Education. Utilizing resources from the Michigan Department of Education (MDE) as well as modeling aspects of our mentorship program, we will introduce students to a variety of careers in education. Additionally, students will have the opportunity to research careers as well as have direct job shadowing experiences. There will be hands-on learning experiences in teaching for students, with supervision and mentoring from educators who are champions of the teaching profession. We also want to shed light on the inequities in the education field to inspire our students to want to try and make positive change.

Yearbook

This class will provide an overview of journalistic writing, principals of graphic design, photography, and advertising. Students will be responsible for photography, modular design of spreads and pages, feature writing, and other general staff activities. Attendance, quality of page production, interviews, and photography will influence grade. Students will be expected to perform work outside of class

7TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	Band (year)	Band (year)
3 rd Hour	Computers	*Health/PE
4 th Hour	*Science	*Science
5 th Hour	*Social Studies	*Social Studies
6 th Hour	*English	*English

Sample #2	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	*Science	*Science
4 th Hour	*PE/*Health	Art 7
5 th Hour	*Social Studies	*Social Studies
6 th Hour	Intro to German	STEAM

Sample #3	Semester 1	Semester 2
1 st Hour	*Social Studies	*Social Studies
2 nd Hour	*Math	*Math
3 rd Hour	*Science	*Science
4 th Hour	*Health/*PE	Art
5 th Hour	Honors Choir	Honors Choir
6 th Hour	*English	*English

* Required 7th grade courses

Academic Program 2024-2025
Holt Junior High School 8th Grade

8th Grade Overview

Holt Jr. High School views the eighth-grade experience as a precursor to the high school instructional program. We expect students to begin demonstrating responsibility for their learning. The workload demands will increase, and time management becomes a key skill as students navigate their course of studies.

Semester work and final exams: The year will consist of two semesters, approximately 18 weeks long, each culminating with final exams. Final exams count as 20% of a student's semester final grade.

Required Courses

English Language Arts (year)
Mathematics (year)
Science (year)
Social Studies – American Studies (year)

The eighth-grade elective program is an “exploratory block” program. The purpose of an exploratory program is to expose students to a variety of experiences that allow them to develop new interests and talents. That exposure also assists students to make choices among electives when they reach ninth grade and are presented with a wide range of secondary elective options. Students can explore several different areas of study or start to focus on specific areas that interest them. In making elective choice(s), it is strongly recommended that present interests, high school goals, and parental desires guide student choice(s) to some extent.

Electives

Art 8 (1 semester)
Band (year)
Computers 8 (1 semester)
Concert Choir (1 or 2 semesters)
Honors Choir 8 (1 or 2 semesters)
LINKS (1 or 2 semesters)
Modern Languages
 French I (year)
 German I (year)
 Spanish I (year)
Physical Education 8 (1 or 2 semesters)
STEAM 8 (1 semester)
Dramatic Speech (1 semester)
~Introduction to Theatre (1 semester)
~Global Travels (1 semester)
 ~Explore
 ~Family Consumer Science (1 semester)
 ~Yearbook

Again, please be aware that the elective menu described on this page is subject to change due to potential budget cuts, program improvements, student interest, or any combination of the three. If different choices become available, ***we will make choices for students based on students' interests and the availability of slots.***

If a student does not turn a completed schedule request form in, we will make choices for students based on the availability of classes.

~May or may not be offered.

8th GRADE REQUIRED COURSES

English Language Arts 8

English 8 is a standards-based course that helps students develop reading, writing, speaking, and listening skills that will help them to be happy, knowledgeable, successful members of the global community. The overarching theme of English 8 is "growing independence, developing healthy interdependence, and finding a balance of individualism and community." While exploring this theme, students will read complex texts, analyze how authors craft their ideas, interpret the effects of authors' choices, and develop their own writing for specific purposes and audiences. By the end of the course, students will have constructed a personal narrative, multi-paragraph literary analysis essays, a logically organized argument paper, and a career research presentation.

Math 8

This course is designed to challenge students to think algebraically as they model situations, organize their thoughts, reason abstractly, problem-solve, and use these skills in classroom activities. Students should be making connections among mathematical ideas as well as reviewing and extending ideas from sixth and seventh grade into the real number system. The standards for geometry dealing with similarity and congruence as well as three-dimensional figures are not emphasized so as to allow more instructional time for the critical areas.

Major Course Objectives

- Applying and extending previous work with linear equations and expressions to real numbers
- Using linear models to represent data and relationships between quantities
- Understanding and applying the Pythagorean Theorem
- Extending number concepts into work with irrationals and exponents
- Recognizing linear and non-linear functions in graphs, tables, equations, and situations
- Solving more complex linear equations as well as solving systems of linear equations

Science 8

Eighth grade science integrates the Performance Expectations (state science standards) across physical, life, and Earth and space science domains. Students delve into forces – both contact forces and those at a distance – and sound waves. They study patterns in the sky to determine concepts and relationships about Earth in space. They build on seventh grade ideas of ecosystems and biodiversity in studying genetics and natural selection. Throughout all units, students develop their ability to solve problems, develop models, ask and answer questions, and argue from evidence.

Social Studies 8 (American Studies)

The purpose of eighth grade American Studies is to: increase students' knowledge of historical events and ideas, develop historical insight, deepen understanding of our national heritage, analyze the development of democratic values, sharpen skills in processing and evaluating information. Emphasis in instruction will guide students to improve informational reading skills, use critical thinking skills to identify cause and effect, recognize multiple perspectives and draw conclusions, examine content knowledge, use various methods to organize it, and write about it using supporting details

8th GRADE ELECTIVE COURSES

Art 8 (1 semester)

In 8th grade Art, students use a variety of mediums including graphite pencil, pastels, paint and clay; combined medium will be a feature of this class. Concepts build upon knowledge from past instruction and are organized around the form, elements and principles of design. Students will be introduced to various artists and styles from around the world. This is primarily an introductory course, however quality expectations are high. Students will succeed, whatever their talent level, if they follow directions, experiment, and find a creative element from within. All students must put forth good effort, participate and complete all projects on time. All students are expected to keep a notebook of lessons and sketches and will put together a final portfolio and written reflection of their best work as a component of their final exam.

Band 8 (year)

The Symphony Band class is geared toward reinforcing good basic concepts of tone and technique. The students will learn how to blend their sound with other instruments and will work on developing strong instrumental sections. All band students entering the 8th grade, who successfully completed band in the previous year will be placed in Symphony Band and must elect band for both semesters. Students who wish to participate in Symphony Band without previous experience must have permission from the Band director prior to placement. Performances for Symphony Band will include regularly scheduled band concerts, and the spring solo and ensemble festival. Band students will learn to perform with a full ensemble sound. An emphasis is placed on the development of group performance skills and on learning how to become a responsible member of a performing ensemble.

Computers 8 (1 semester)

Computers 8 is a one semester application course that builds upon the skills learned in keyboarding. Students will learn to apply advanced word processing, spreadsheets, and graphing skills, Desktop Publishing and advanced PowerPoint. The use of Multimedia in editing pictures, video and music will also be explored. Upon completion of this class students will be able to effectively use the computer as a productivity tool and demonstrate organizational skills. In addition, keyboarding skills will be reviewed as the foundation of working on a computer.

Concert Choir (1 semester)

Students will experience vocal music through performing, creating, and listening to a variety of musical styles. Students will explore the music of many cultures in a diverse learning experience. A major emphasis will be placed on large group and small group vocal production through performance. Students can expect to sing music made popular by past and current performing artists, songs from American musical theater, and music composed for the choral ensemble. Each semester will conclude with a required concert for the community.

Dramatic Speech (1 semester)

Dramatic Speech offers students opportunities to experience public speaking and to critically evaluate the soundness of other's performances, as well as analyze information presented in other diverse media formats. Students will study both structure and presentation techniques including, but not limited to, informational, persuasive, and motivational speeches, as well as debate, spoken word, and storytelling. All students will be assessed upon Common Core English Language Arts Standards and self-reflect throughout the semester on individual learning.

Honors Choir 8 (year)

Honors Choir is a yearlong course that teaches music performance and literacy at the highest competitive level. The group will learn how to sing and read music as well as exploring the elements of various musical styles and cultures. Honors Choir students may attend MVSMA choral festival in the

spring where they perform for a panel of judges and compete with other Junior High choirs from around Michigan. Honors Choir may be divided into Treble and Tenor/Bass sections, based on interest.

Jr. Links (1 or 2 semesters)

Peer to Peer Jr. Links is an elective course that provides students opportunities to support and model academic and social skills. Positive outcomes in the school experience of a peer with specific learning needs are promoted. There is a focus on leadership skills, understanding and adapting to individual differences, written and verbal communication skills, modeling social experiences, and advocating for others. Neurotypical and neurodiverse students work together in an integrated, positive environment to promote socialization, independence, and strong friendship bonds that last throughout high school and beyond. Peer to Peer focuses on creating connections within a diverse group of students to ensure all students are acknowledged for what makes them unique while understanding what connects us all. The curriculum includes reflective journaling activities, multi-media content related to disabilities and inclusion, pre/post assessments, classroom participation with peers, and a final project. Time outside of the classroom may be required. This is a general elective course that awards credit as approved by the Michigan Department of Education and a grade to general education students.

Modern Language

French I, German I, and Spanish I are intensive and challenging academic electives that enable students to earn high school credit as an 8th grader. It is important to note that the grade earned in this first-year program will count toward the student's overall high school GPA and will be the first grade on their official high school transcript.

French I (year)

This course introduces the students to the language and culture of the French-speaking world. Students will become proficient in listening, speaking, reading and writing French. Students will learn to talk about themselves, their family members and friends, the weather, order food in a restaurant, travel vocabulary and clothing and French cuisine! There will also be an overview of francophone cultures, geography, arts and history. Daily work is required, and it is highly recommended that interested students have attained a "C" or better in Language Arts. Students' evaluation will be based on written and verbal assessments. Considering that French is the official language of the European Union and spoken on 5 continents world-wide, students with an interest in law, politics, business, medicine, agriculture, fashion, fine arts and culinary arts should strongly consider French as a viable complement to their education. Upon successful completion of this course, students may be eligible to receive high school credit.

German I (year)

This course introduces the student to the language and culture of the German-speaking world. The student will obtain an acceptable degree of proficiency in listening, speaking, reading, and writing German. Also, the student will become acquainted with information about German culture and history. The student will receive the language instruction within the context of the contemporary German-speaking world and its culture. Evaluation will be based on homework, quizzes, tests, projects, and participation. Nightly review of the material is required to succeed. It is highly recommended that interested students have attained a "C" or better in English Language Arts 7. German is an excellent language option for those interested in science and engineering. German is the most widely spoken language in Europe and is used extensively throughout the European business community. German would be an excellent choice for those going on to college. Upon successful completion of this course, students may be eligible to receive high school credit.

Spanish I (year)

This course introduces the student to the language and culture of the Spanish-speaking world. The students will listen, read, write, and converse in Spanish about self, family, and friends at the

foundation level. Students will attain knowledge in the history, culture, and geography of Spanish-speaking countries. Evaluation will be based on oral and written grades from lesson quizzes and tests, reading and listening activities, class projects, homework, individual participation and conduct. Nightly review of the material presented in class is necessary for success. It is highly recommended that interested students have attained a “C” or better in English Language Arts 7. Spanish will prove to be an asset if you are interested in holding careers such as civil service (police/fire), lawyers, healthcare, military, and the courts. Learning Spanish is also extremely beneficial now more than ever due to the increasing number of Spanish-speakers within the United States. Upon successful completion of this course, students may be eligible to receive high school credit.

Physical Education 8 (1 semester; may be taken more than once)

Physical Education class introduces students to the activities, knowledge and attitudes needed to manage their own fitness and to prepare them for a lifetime of physical activity and health and continues to build upon the experiences of 7th grade PE class. Students will receive instruction for, and participate in, personal conditioning activities as well as experience team, dual, and individual sports. Activities include muscular strength and endurance training, cardiovascular development, basketball, volleyball, soccer, tennis, pickleball, softball, speedball, large group games and activities and other team and dual sport options. All students will also participate in the Presidential Physical Fitness Testing program. All enrolled students must dress in athletic attire for class and either provide their own lock for the locker room or borrow one from the physical education department. If the lock is not returned at the end of the time in PE class, there is a \$10.00 charge for the lock. Students will be evaluated on their daily participation, effort, attitude and behavior, their skill improvement and knowledge acquired during class. All students will complete a final exam at the end of their time in class. The exam is a 16-minute jog.

STEAM 8 (1 semester)

Students will explore Science, Technology, Engineering, Arts, and Mathematics through an innovative approach to learning in which students use problem solving skills to tackle hands-on learning activities. Focuses in 8th grade will be TBD.

Introduction to Theatre (1 semester)

Introduction to Theatre will allow students at the Junior High to experience creating, performing, responding, and connecting to theatre in its many forms. Students will have opportunities to study, analyze, write, design, and perform both scripted and unscripted work in the form of monologues, scenes, plays, and improvisational performance. It is designed as a survey course for students to be exposed to many aspects of theatre both onstage and backstage, including as a critical audience member learning valuable skills rooted in the techniques of the field. Each semester there will be an effort made to expose students to a live theatre production, as well as offer a performance opportunity. There is no academic pre-requisite for this course. All those interested in and willing to fully engage and participate in all aspects of the course are welcome.

~Global Travels (1 semester)

Students will become more effective citizens in our global society by “traveling the world” together in this elective class. Students will complete projects, make presentations, and participate in celebrations throughout the term long course.

Geometry 8 (year)

Students who opt to test out of 8th grade math may take high school geometry as an elective. These students will not take 8th grade math by the team teacher. Course description as written in the high school course guide.

Explore (Future Proud Michigan Educator)

Description: In effort to help grow and diversify the educator workforce and reduce educator shortages, FPME will attempt to recruit students to explore what it is like to work in the field of Education. Utilizing resources from the Michigan Department of Education (MDE) as well as modeling aspects of our mentorship program, we will introduce students to a variety of careers in education. Additionally, students will have the opportunity to research careers as well as have direct job shadowing experiences. There will be hands-on learning experiences in teaching for students, with supervision and mentoring from educators who are champions of the teaching profession. We also want to shed light on the inequities in the education field to inspire our students to want to try and make positive change.

Introduction To Family Consumer Science (FCS)

This will be an introductory class to explore topics in Family and Consumer Sciences (FCS). Possible topics may include: *nutrition & food preparation, sewing, child development & care, families, communication, interior design, consumer decisions*. Topics covered in Intro. to FCS will give students skills to assist with making healthy life choices, living independently and becoming college and career ready.

Yearbook

This class will provide an overview of journalistic writing, principals of graphic design, photography, and advertising. Students will be responsible for photography, modular design of spreads and pages, feature writing, and other general staff activities. Attendance, quality of page production, interviews, and photography will influence grade. Students will be expected to perform work outside of class.

8TH GRADE SAMPLE SCHEDULES

Sample #1	Semester 1	Semester 2
1 st Hour	*English	*English
2 nd Hour	*Math	*Math
3 rd Hour	Band (year)	Band (year)
4 th Hour	*Science	*Science
5 th Hour	*American Studies	German I (year)
6 th Hour	German I (year)	*American Studies

Sample #2	Semester 1	Semester 2
1 st Hour	*Math	*Math
2 nd Hour	PE 8	*Science
3 rd Hour	*Science	Art 8
4 th Hour	*American Studies	*American Studies
5 th Hour	*English	*English
6 th Hour	Concert Choir	Concert Choir

Sample #3	Semester 1	Semester 2
1 st Hour	*American Studies	Spanish 1 (year)
2 nd Hour	Spanish 1 (year)	*English
3 rd Hour	*Science	*American Studies
4 th Hour	*English	*Math
5 th Hour	PE 8	Computers
6 th Hour	*Math	*Science

* Required 8th grade courses

CIVIL RIGHTS STATEMENT OF COMPLIANCE WITH FEDERAL LAW

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

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.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

Respondent is the individual who has been alleged to have engaged in unlawful discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

School District community means 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 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).

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

For purposes of this policy, "military status" refers to a person's status in the uniformed services, which includes the performance of duty, on a voluntary basis, or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs").

Erin Quinlan
Human Resources Director
517-694-6392
5780 W. Holt Road, Holt, MI 48842
erin.quinlan@hpsk12.net

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. Any sections of the District's collective bargaining agreements dealing with hiring, promotion, and tenure need to contain a statement of nondiscrimination similar to that in the Board's statement above. In addition, any gender-specific terms should be eliminated from such contracts. A copy of each of the Acts and regulations on which this notice is available upon request from the CO.

Reports and Complaints of Unlawful Discrimination and Retaliation

Employees are required to report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other District-level official so that the Board may address the conduct. Any administrator, supervisor, or other District-level official who receives such a report shall file it with the CO within two (2) days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept reports of unlawful discrimination/retaliation directly from any member of the School District community or a Third Party, or received reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the Complainant within two (2) business days to advise of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure (See Form 4122 F2)

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been subjected to unlawful discrimination or retaliation may seek resolution of the complaint

through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights or Equal Employment Opportunity Commission ("EEOC").

Informal Complaint Procedure

The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for an employee who alleges unlawful discrimination or retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

The Complainant may proceed immediately to the formal complaint process and individuals who participate in the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel the Complainant when taking this initial step or to intervene on behalf of the individual if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.

A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to one of the COs; and/or (3) to the Superintendent or other District-level employee.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate concerns to the Respondent.

- B.
- C. Distributing a copy of Policy 4122 – Non-Discrimination and Equal Employment Opportunity to the individuals in the school building or office where the Respondent works.
- D.
- E. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint, or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

A Complainant may file a formal complaint, either orally or in writing, with a principal, the CO, Superintendent, or other District official. Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a principal, Superintendent, or other District official, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO/designee within two (2) business days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 4122 - Non-Discrimination and Equal Employment Opportunity. The Respondent must also be informed of the opportunity to submit a written response to the formal complaint within five (5) days.

Although certain cases may require additional time, the CO or a designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- F. interviews with the Complainant;
- G.
- H. interviews with the Respondent;
- I.
- J. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- K.
- L. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO/designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful harassment/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or the designee, the Superintendent must either issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

If the Superintendent determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, and effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of the party's receipt of the Superintendent's decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against an employee, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because

that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint 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.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- M. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- N. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- O. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- P. written witness statements;
- Q. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- R. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);

- S. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- T. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- U. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- V. documentation of any supportive measures offered and/or provided to the Complainant and/or Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- W. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- X. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- Y. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- Z. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/12/18

T.C. 2/25/20

Revised 8/9/21

T.C. 7/25/23

Legal

M.C.L. 37.2101 et seq., 37.1101 et seq.

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 C.F.R. Part 1635

29 U.S.C. 701 et seq., Rehabilitation Act of 1973 as amended

34 C.F.R. Part 110 (7/27/93)

42 U.S.C. 2000e et seq., Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended