



UPTON MIDDLE SCHOOL

6TH GRADE · 2022-23 COURSE DESCRIPTION GUIDE

CORE CLASSES

Language Arts 6 Year-Long

This course teaches students to communicate more effectively. Students will be reading, writing, speaking, and listening. They will produce several finished writing pieces throughout the year including a personal narrative, expository essay, argumentative essay, and a few shorter pieces. The course is also designed to improve a students' reading fluency and comprehension in both fiction and non-fiction texts.

Accelerated Math 6 Year-Long

The Accelerated math program weaves three themes "applied arithmetic, algebra, and geometry" by focusing on arithmetic operations in mathematics and the real world. Students are building skills to bridge number sense to algebra and geometric ideas. *Pre-requisites: Admission to the program by St. Joseph Math Department.*

Math 6 Year-Long

Sixth-grade Math program is designed to build upon concepts from prior years and make connections to math in daily life. It teaches you to think and compute accurately, and develop an understanding of our number system. This course will cover units on rational numbers, decimals, geometry, ratios, proportions, graphing an introduction to algebra, and statistical measures and displays. The main objective is to strengthen foundational math skills to prepare students for math classes in future years.

Science 6 Year-Long

Students in sixth-grade Science will develop an understanding of a wide range of topics in life sciences. There are four life science units: (1) Where Have All the Creatures Gone, (2) What is Going on Inside Me, (3) Why do Organisms Look the Way They Do and (4) Medical Detectives. Various topics in these units include ecosystems, food webs, invasive and native species, cells, human body systems, DNA, inheritance of human traits, and pedigrees. Students will also have a chance to play the role of a medical detective by using genetic testing to diagnose a specific disease. As medical detectives, they will also study DNA evidence at a crime scene to determine what happened. Students will use modeling to explain phenomena, conduct investigations, solve problems and engage in discussions.

Social Studies 6 Year-Long

This curriculum is a geography-based course that introduces you to the physical and human geography of the world. You will explore patterns of natural and human characteristics and use case studies to examine how the physical environment has provided both benefits and obstacles to human society. In doing so, you will explore how humans have used, adapted, or modified their environment and the consequences. You will then examine a variety of global issues that emerge from human activities such as migration and settlement, culture and cultural diffusion, population and demographic changes, resource use, and increasing networks of trade and economic interdependence. You will investigate how local, national, and international governmental and non-governmental organizations respond to contemporary issues.

ELECTIVE CLASSES

Art 6 Rotation

Sixth-grade art focuses on skill development using a variety of media. Projects include, but are not limited to drawing, ceramics, and creation of art using technology. Instruction includes exploration of art history and the art of diverse cultures.

Band 6 Year-Long

Basic playing techniques are taught and advanced skills are studied. Independent parts are introduced so that concert literature can be performed. Several concerts are presented to the public during the year.

Choir 6 Year-Long

The sixth-grade choir will perform in 4 concerts throughout the school year. They will also attend the Michigan District Choral Festival. Students will learn healthy vocal technique, basic sight-reading, and beginning music theory. Students will be singing two and three part choral music.

Digital Literacy 6 Rotation

The purpose of this exploratory course is to increase students' effective use and knowledge of technology. Students will become more familiar with applications such as Google-Slides and Google-Doc.s while simultaneously learning about digital citizenship, improving productivity, cyber safety, copyright laws, as well as an introduction to some basic coding. Improving keyboarding skills will be ongoing throughout the course via daily practice where students work to improve both their typing speed and accuracy.

Industrial Technology 6 Rotation

Technology is defined as the use of knowledge to process resources and provide services to meet human needs and wants. Industrial Technology is an activity based learning class where students develop the necessary skills and learn the challenges of designing, planning, drawing, working with materials, and using a variety of tools & machines to manufacture a small project. Emphasis is placed on the design process where a product is developed from a concept or idea to a final product. Students will also learn the challenges involved with small scale project management by following and managing procedural tasks. Where applicable, the knowledge that is applied to complete the various classroom tasks/projects will be used to reinforce the importance and relevance of the knowledge gained in the core academic areas.

The following is a list of the current projects and activities:

CADD (Computer Aided Drawing & Design) – Technical Design (Drawing & Project Planning)

Tool Tray – Sheet Metal Processing & Line Development

Game Board – Woods Processing & Line Development

Key Chain Holder – Woods Processing & Intro. to Mass Production

Screwdriver – Introduction to Plastics & Injection Molding

* The current cost to purchase all projects will not exceed \$20.00.

Life Management 6 Rotation

This seven-week course introduces sixth-graders to cooking and sewing. Nutrition, measurement, cooking skills, recipe literacy, kitchen safety/clean-up, teamwork skills, and table setting are included in the foods portion of the course. In the sewing portion, students learn how to operate the sewing machine and follow directions to complete a simple sewing project.

Orchestra 6 Year-Long

Sixth-grade students have the opportunity to learn violin, viola, cello, and bass. Students meet in like-instrument classes for the majority of the time where they learn the basics of correct position, technique, and performance practices. The sixth-grade orchestra performs at the annual Upton Holiday Concert, the String Spectacular, and the Orchestra Spring Concert in May. Students who choose cello or bass are assigned a school instrument to use in class and they are expected to rent an instrument for home use. Students who play violins and violas bring their instruments to school every day and are assigned orchestra lockers to store their instruments and music.

Physical Education 6 Rotation or Year-Long

Students engage in a program designed to promote their personal health fitness and progressive mastery of skills. The students work to meet the goals set forth by the State of Michigan, with special emphasis on the fundamental motor skills, fitness, socialization, sportsmanship, and using sports for lifetime activities. Some of the activities the students become involved in are soccer, basketball, jump-rope, gymnastics, line dancing, track and field, mass-paddle badminton, and volleyball. The classes meet throughout the school year, and the students are graded on their daily participation, their skills, and written work.

REACH 6 Rotation

This class has been designed using the Response to Intervention (RTI) model to provide support, instruction, and assessment for learners at all ability levels in the academic areas of literacy and math. Students in this class will receive interventions and progress monitoring that target areas of concern specifically in the area of literacy and math. The goal is to bridge gaps the student has within a curricular area in order to achieve greater success in academic achievement.

OR

This rotation course is designed for students to learn various study skills and learning strategies to help them as a middle school student. Students taking this course will practice and explore specific study skills strategies and various organizational skills. Students also will learn about various learning styles and how to have a growth mindset. In addition, we will learn about individuals who have reached their goals by having a growth mindset and that have also put into practice various skills to reach their goals.

Read 180 6 Year-Long

Read 180 is a year-long reading intervention program that provides individualized instruction to meet each student's reading needs. A computer-based curriculum, the technology collects data based on individual responses and adjusts instruction to meet students' needs at their level, supporting their path to reading mastery. This course is available to students with a teacher recommendation based on past NWEA reading scores.



UPTON MIDDLE SCHOOL

7TH GRADE · 2022-23 COURSE DESCRIPTION GUIDE

CORE CLASSES

Algebra 7 (High School Credit) Year-Long

This is a high school level course that earns high school credit upon successful completion. Students that are not ready for a class with high school pacing and rigor should take pre-algebra. Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, this course provides for the use of algebraic skills in a wide range of problem-solving situations. Topics covered will include: 1) linear, quadratic and exponential functions, 2) solving equations, inequalities, quadratics, and systems, 3) absolute value equations and inequalities, and 4) exponents, radical and factoring. *Pre-requisites: Admission to the program by St. Joseph Math Department.*

English 7 Year-Long

Building on previous knowledge, English 7 is designed to improve students' competence in all aspects of language: reading, writing, speaking, and listening. In addition to creating formal and informal writing pieces, students will read various genres throughout the year and work individually and collaboratively to complete units in poetry, grammar, and research.

Math 7 Year-Long

Students will learn to solve a variety of real-world and mathematical problems. Students participating in this course will explore the following: area and perimeter relationships in two-dimensions, volume and surface area relationships in three-dimensions, expansions and transformations of geometric figures, describe data sets with measures of center and measures of spread, linear relationships with graphs, tables and equations proportionality in geometric figures as well as ratios.

Science 7 Year-Long

Students in seventh-grade Science will develop an understanding of a wide range of topics in physical sciences. There are four physical & chemical science units: (1) How Can I Smell Things from a Distance, (2) How Can I Make New Stuff from Old Stuff, (3) Why Do Some Things Stop While Others Keep Going and (4) Magic of Electrons. Various topics include atoms, molecules, elements, compounds, the periodic table, chemical formulas, chemical equations, physical and chemical changes, chemical reactions, energy, motion, electricity and magnetism. Students will use modeling to explain phenomena, conduct investigations, solve problems and engage in discussions.

Social Studies 7 Year-Long

The seventh-grade social studies curriculum focuses on ancient world history and geography with a deliberate focus on content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry.

Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions or problems. By introducing students to the “invisible” tools (*Continued*)

Social Studies 7 Year-Long (Continued)

that historians use to create historical accounts -- significance, social institutions, temporal frames (time), and spatial scales (space) – the course deepens students’ historical habits of mind and builds students’ social and content literacy. Students then investigate human history from the beginning until around 300 CE/AD. They explore major and significant changes in each era through a chronological organization.

ELECTIVE CLASSES

Art 7 Rotation

Seventh-grade art students are exposed to a variety of cultures and art movements. They will continue to develop their skills and understanding of art theories, criticism, and appreciation. Each lesson will be designed to enhance a specific skill used in the art making process. The students will experience projects that include linear perspective, drawing, painting, sculpture and printmaking.

Band 7 – Woodwinds & Brass/Percussion Year-Long

Band is a course that builds upon those concepts learned in sixth-grade band. Through the use of method books and full band compositions, students further develop their tone production, rhythmic skills, technique, and listening skills. Students also expand their knowledge of music theory, history, and stylistic considerations. In addition, students will demonstrate attitudes of cooperation, self-discipline, problem-solving skills, and group dynamics. The ensemble performs three full band concerts: holiday, spring and twilight concert. Other performances may include the District Band Festival. Attendance at all performances is REQUIRED for ALL students. In addition, students have the OPTION to participate in solo and ensemble festivals.

Choir 7 Year-Long

The seventh-grade choir will build on information and techniques learned in sixth-grade choir. Students will sing two and three part choral music. There will be four required concerts throughout the year, as well as the Michigan District Choral Festival. Students will learn to sight-read in two parts, and will study basic keys, note reading, and music theory.

Health 7 Rotation

Students in health class will be participating in a seven-week course that covers topics of interest to preteens and early teens; puberty, skin care, the human reproductive system, Sexually Transmitted Infections (including HIV) and other diseases will be the major focuses of the course. In addition, students will study the effects of genetics and the challenges faced by those with poor health. The philosophy of abstinence from sex is woven through the course. Students will actively participate in individual assignments, cooperative learning, and classroom discussions. A parent component is also a significant part of the curriculum.

Industrial Technology 7 Rotation

Industrial Technology is an activity based learning class where students develop the necessary skills and learn the challenges of designing, planning, working with materials, and using a variety of tools & machines to manufacture a small project. Most importantly, student self-direct their own learning by following and managing procedures where they ultimately realize a solution and learn the challenges involved with small scale project management. Students will construct a small project where they will learn how to safely process materials using a variety of manufacturing methods and resources. In addition, students will

learn about the process of design by reading working drawings and applying fractional measurement to design, develop lines and create a variety of drawings. Students will solve drawing problems by using the geometric construction drawing method and will develop 2-D CADD (Computer Aided Drawing & Design) drawings using AutoCAD. *(Continued)*

Industrial Technology 7 Rotation (Continued)

There are no prerequisites for this class. However, it is a continuation of further developing the skills and deepening the knowledge that was introduced in sixth-grade Industrial Tech. The current project is a mantle clock whereby the cost to purchase will not exceed \$20.00.

Life Management 7 Rotation

This seven-week course is designed to build on the cooking and sewing skills learned in sixth-grade Life Management. In the sewing portion of the course, resource management and procedure are emphasized as students use more advanced sewing skills and follow written directions to make a gym bag. The food portion includes nutrition, recipe literacy, cooking skills, measurement, kitchen equipment, kitchen safety/clean-up, and teamwork skills.

Math 180 7 Year-Long

Math 180 is a year-long intervention program. Math 180 provides valuable skills practice and motivates students to develop confidence and fluency in math. Upton uses this class as an additional support to our math program. Students will complete work with the Math 180 computer program. The individualized software adapts to each student's needs providing added support and practice for those who need it, and accelerating who's ready to move on. The course is available to students with a teacher recommendation based on past NWEA math scores.

Orchestra 7 Year-Long

Students will build upon those concepts learned in sixth-grade. Seventh-grade Orchestra is a year-long class which meets daily. Participating in an orchestra is a year-long commitment. In seventh-grade Orchestra students start learning more advanced techniques on their instruments such as vibrato, shifting, spiccato, etc. Students are also eligible for more performing opportunities such as MSBOA Orchestra Festival, MSBOA Fall Clinic, and MSBOA Solo & Ensemble Festivals (in the Fall and Spring). Students also perform in the annual Upton Holiday Concert, the String Spectacular, and the Orchestra Spring Concert in May. It is strongly recommended that students take sixth-grade Orchestra as a prerequisite, however if new in-coming students wish to add seventh-grade Orchestra they may do so with director approval. Seventh-grade is a great time to start private lessons for those interested in continuing orchestra through eighth-grade and beyond.

Physical Education 7 Year-Long

The emphasis of the seventh-grade physical education program is to improve on the individual skills necessary for students to participate in various lifelong activities, and to build and maintain fitness levels needed for healthy living. The emphasis of the seventh-grade physical education program is to improve on the individual skills necessary for students to participate in various lifelong activities, and to build and maintain fitness levels needed for healthy living.

REACH 7 Rotation

This class has been designed using the Response to Intervention (RTI) model to provide support, instruction, and assessment for learners at all ability levels in the academic areas of literacy and math. Students in this class will receive interventions and progress monitoring that target areas of concern specifically in the area of literacy and math. The goal is to bridge gaps the student has within a curricular area in order to achieve greater success in academic achievement.

Read 180 7 Year-Long

Read 180 is a year-long reading intervention program that provides individualized instruction to meet each student's reading needs. A computer-based curriculum, the technology collects data based on individual responses and adjusts instruction to meet students' needs at their level, supporting their path to reading mastery. This course is available to students with a teacher recommendation based on past NWEA reading scores.

Reading 7 Rotation

In Reading for Connections, we will focus on informational text to supplement and support the 7th grade ELA curriculum. During this course, we will use a series of thematically-linked articles to anchor our learning, study some academically-relevant vocabulary words and use them correctly in a variety of contexts, practice annotating texts to enhance our understanding of them, and practice and discuss how to approach questions related to our reading material. As a capstone to the rotation, we will conduct independent research on a topic of choice and present our research findings in a presentation to the class.



UPTON MIDDLE SCHOOL

8TH GRADE · 2022-23 COURSE DESCRIPTION GUIDE

CORE CLASSES

Algebra 8 (High School Credit) Year-Long

This is a high school level course that earns high school credit upon successful completion. Students that are not ready for a class with high school pacing and rigor should take pre-algebra. Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, this course provides for the use of algebraic skills in a wide range of problem-solving situations. Topics covered will include: 1) linear, quadratic and exponential functions, 2) solving equations, inequalities, quadratics, and systems, 3) absolute value equations and inequalities, and 4) exponents, radical and factoring. *Pre-requisites: Admission to the program by St. Joseph Math Department.*

Earth & Space Science 8 Year-Long

Students in eighth-grade Science will develop an understanding of many societally relevant aspects of Earth and Space science. There are four earth science units: (1) What Makes the Weather Change, (2) Energy & the Environment, (3) How Does Water Shape Our World and (4) How is the Earth Changing. Various topics include weather, storms, seasons, climate change, renewable energy, water cycle, weathering, erosion, rock cycle, earthquakes, volcanoes and plate tectonics. Students will use modeling to explain phenomena, conduct investigations, solve problems and engage in discussions.

English 8 Year-Long

English 8 is designed to fully prepare students for the rigors of high school English. The studies of grammar, punctuation, poetry, research, public speaking, and short stories throughout the year help develop and improve students' writing, speaking, and listening skills.

Geometry 8 (High School Credit) Year-Long

Geometry generalizes figure patterns and their relationships using the symbolic language of geometry and graphical representations. Two and three dimensional geometric figures are studied using synthetic, coordinate, and transformational geometries. Formal proofs develop the skills of logic and argument reasoning using the postulates and theorems of congruence and similarity in our geometry. Applications integrate a variety of mathematical topics and disciplines of middle school. Upon successful completion of this class, high school credit will be given. *Pre-requisites: Admission to the program by St. Joseph Math Department.*

Math 8 Year-Long

Math 8 is designed to prepare students for ninth-grade Algebra. Much of the time is spent learning and mastering addition, subtraction, multiplication, and division of integers, real numbers, and rational numbers. Students will also learn to write, solve, and graph equations. They will learn to evaluate situations representing the relationship between two variables.

U.S. History & Geography 8 Year-Long

What is the purpose of the government? We will look at the early American attempts to answer this question. Every generation, the citizens help to form their own answer to this simple, yet ongoing debate. We will begin just after the American Revolution and continue our discussion through Reconstruction. While we study the adaptations our government has made over time, we will also take a close look at the economic, geographic, and social impact of our governments decisions. We help to develop the writing and critical skills needed for our students to answer this important question for themselves.

ELECTIVE CLASSES

Academic Achievement 8 Year-Long

In this class your student will learn how to use and maintain study skills. The students will spend time on organizational skills, study skills, and test taking skills and strategies. There will be a daily homework check. We will routinely check with your child's other teachers to monitor their progress as a follow-up to this class. We utilize *The Seven Habits of Highly Effective Teens* by Sean Covey as a text for the course. The course is assessed by writing assignments, organizational checks, and tests over the class materials.

Advanced Literature 8 Semester

This course is designed for the student who thoroughly enjoys reading and likes to learn more about the insight of the author and the various writing techniques used in literature. Preparation for the class includes being able to respond to literature through group discussion, written activities, and dramatic presentation. A large part of the course grade will be determined by the student's class participation. It will be critical for the student to be able to share his/her views and thoughts on the literary piece being studied. Recommendation from a seventh-grade English teacher is required.

Art 8 Semester

This semester's class is for students who are interested in art. While in this class, students will experience both new and traditional media while improving their overall drawing abilities. Students can expect to be introduced to various art movements and learn to use the vocabulary of an artist. It is a great building experience for the student who enjoys art.

Astronomy 8 Semester

This is an elective course for students interested in the night sky, our solar system and beyond. Throughout the semester, students will learn the constellations of each season, compare solar system objects and examine the life cycles of stars. We will also explore the exciting world of aerospace through *Project Lead the Way: Flight and Space*. During this unit, students will explore the science behind flight to build various flying machines and explore what it's like to live & work in space.

Band 8 Year-Long

This is our most advanced band. Emphasis is placed on preparing music of various styles for performance. This class meets every day for both semesters. The requirements for entry include successful completion of seventh-grade band at Upton Middle School or a successful musical audition for the director. Required performances may include concerts and festivals. Orchestra Wind members are selected from eighth-grade band personnel.

Communications 8 Semester

The platform of this class is communications through a journalistic approach. Students who enjoy writing, speaking, and creating should enroll in this course. Students will learn the necessary skills for interviewing, layout, design, photography, and digital media. Final collaboration will be to produce two primary publications: yearbook and school newspaper. Students will have the opportunity to participate in the marketing, producing, and distributing of these publications.

Computer Science Discoveries 8 Semester

Computer Science Discoveries is an introductory computer science course. Mapped to CTSA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

Digital Drawing & Animation 8 Semester

Digital Drawing and Animation is a hands-on project driven art class. You will learn how to utilize digital media and drawing to create digital animations. We will explore different primitive animation techniques as well as current methods. By the end of the 18 weeks you will have a better understanding of the animation process. A love to draw, storytell, and some patience is all you need!

Foods & Nutrition 8 Semester

This course is designed to build on the cooking skills and nutrition concepts learned in sixth and seventh-grade. Students learn more advanced cooking and measurement skills, recipe literacy, kitchen equipment, and kitchen safety/clean-up. Cooking units include food safety and preservation, pies, and yeast breads. A highlight of the class is a gingerbread house project with each student completing his/her own house. A group research project on foreign foods concludes with a class presentation of a recipe and country research. The nutrition portion of the class covers nutrients and their functions and sources, food labeling, making positive food choices, and personal analysis of their food intake from a personal food diary.

French 1 8 (High School Credit) Year-Long

This course introduces the students to elementary French conversation and being able to express themselves in everyday situations. This course addresses basic elementary grammar, the reading of simple French stories, beginning French composition, authentic listening activities and the culture of French speaking places and people. Main conversation topics include: introducing oneself, talking about food, family, interests and different actions in the present and past tenses. **This course is offered every other year on the offset of Spanish 1.*

Metals 8 – Design & Production Technology Semester

This is an 18-week/1 Semester course that requires no prerequisites. Students will be instructed in the basic operations, skills and occupational information in the fields of metal machining and fabrication. Through the completion of several projects, students learn about the four major metal manufacturing methods. Some of the processes that are integrated into the projects include sand casting, sheet metal fabrication, heat treating, spot welding and machining operations using a metal lathe and milling machine.

Besides metal fabrication, students will learn how to create drawings using mechanical drafting equipment. Mechanical drawing will help teach the students about the process of drawing and will help them develop the ability to visualize the object being designed/drawn. It will also help students in the development of their fine motor skills and give them an appreciation for attention to detail and quality of work. A variety of drawing methods will be utilized that include the geometric construction drawing method, 2-D mechanical drafting, Orthographic Projection, Pictorials, as well as 2-D & 3-D CADD (Computer Aided Drawing & Design).

Students will explore the technical side of design by learning about product planning, creating (*Continued*)

Metals 8 – Design & Production Technology Semester (Continued)

drawings, developing patterns and constructing prototypes. In addition, the projects and activities will expose students to how machines and computers are integrated in the design and manufacturing of a product and how technology is used to increase productivity. The current projects include the fabrication of a metal punch using a metal turning lathe and the sheet metal fabrication of a light fixture and toolbox. The current cost to purchase all projects will not exceed \$45.00.

Orchestra 8 Year-Long

This is our most advanced orchestra. The Eighth-grade orchestra meets every day. Students continue to build on the playing skills they acquired in seventh-grade on their instruments through daily practice of 3 octave scales, arpeggios and thirds, and multiple shifting positions. The repertoire students play in class will also be significantly more complex, involving more advanced ensemble and rehearsal technique. Strong emphasis is also placed on developing leadership within the group. Students participate in MSBOA Fall Clinic, MSBOA Band and Orchestra Festival, Holiday Concert, String Spectacular, Spring Concert, and the eighth-grade Farewell. They are also eligible to try out for MSBOA All-State Orchestra and participate in MSBOA Solo & Ensemble Festivals in the Fall and Spring. Eighth-grade Orchestra is a prerequisite for playing in the Philharmonia Orchestra at the High School. Private lessons are strongly recommended but not required at this level.

REACH 8 Semester or Year-Long

This class has been designed using the Response to Intervention (RTI) model to provide support, instruction, and assessment for learners at all ability levels in the academic areas of literacy and math. Students in this class will receive interventions and progress monitoring that target areas of concern specifically in the area of literacy and math. The goal is to bridge gaps the student has within a curricular area in order to achieve greater success in academic achievement.

Read 180 8 Year-Long

Read 180 is a year-long reading intervention program that provides individualized instruction to meet each student's reading needs. A computer based curriculum, the technology collects data based on individual responses and adjusts instruction to meet students' needs at their level, supporting their path to reading mastery. This course is available to students with a teacher recommendation based on past NWEA reading scores.

Recreation and Sport 8 Semester

This class is designed so that students will gain skills in lifetime recreational activities, individual and team sports, as well as some personal fitness work. It may include activities such as tennis, archery, golf, weightlifting, and volleyball as well as many more. The goal of this class is to introduce students to activities they may want to pursue throughout their lives. They will learn the basic skills of the activity and its value for a lifetime of fitness

Sewing & Consumer Education 8 Semester

This semester course is designed for students who are serious about wanting to continue learning new and more advanced sewing skills and become a responsible consumer. Resource management is critical for success in this class as projects must be completed in the classroom, not at home. The students will make a variety of projects, which may include pajama pants, a stuffed animal, fleece socks, and an applique. Students will also (*Continued*) learn simple mending skills. The student will be responsible for the purchase of fabrics and materials needed for the class; the cost is usually around \$50 depending on the fabrics chosen for the projects. The consumer education unit includes lessons on the influence of advertising, consumer rights and responsibilities, store types, and how fraud impacts all consumers. The comparison shopping project teaches students to look for the best quality and value in clothing.

Spanish 1 8 (High School Credit) Year-Long

This course introduces the students to the four skills; speaking, listening, reading and writing Spanish, with an emphasis on speaking and listening. It also provides an introduction to the Spanish speaking world and its people. Students who wish to take this course should be ready for high school level expectations and pacing. They should also be prepared to practice some material at home, primarily vocabulary (flashcards). **This course is offered every other year on the offset of French 1. 2022-2023 Spanish will be taught.*

Studio Art 8 (High School Credit) Year-Long

Studio Art is a yearlong course that is intended for the serious art student. Emphasis is placed on learning different techniques and experiencing new media. Art history and theory is included in a variety of innovative ways. While in this class, students will have the opportunity to enter various art shows and competitions. Satisfactory completion of Studio Art exempts the student from Art I and II at the high school. Recommendation from seventh-grade Art teacher required. Upon successful completion of this class, high school credit will be given.

Uptones 8 Year Long

The Uptones are a unique performing group. They meet every day for the entire year. Emphasis is placed on preparing music of various styles and languages for performance. The major portion of the grade is performance in class on music skills and at several concerts and choral festivals throughout the year. The course is designed to give the singer an understanding of choral literature, musical skills, and performance.

Weight Training & Fitness 8 Semester

This class will introduce students to the fundamentals of weight training and personal fitness. They will learn to understand the proper techniques used to safely train their bodies. We will be taking an in-depth look into strength training and cardio fitness, and their place in a fitness program. Emphasis will also be placed on flexibility, core strength, and how everyday physical activities play a role in our personal fitness. Students will leave the course with a good knowledge of how to lift safely and correctly, and how to improve fitness levels. **This is not the same as football weight lifting. It has a different purpose and goal, and should not be considered a substitute.**

Woods 8– Design & Production Technology Semester

This is an 18-week/1 Semester course that requires no prerequisites and will include the following: general & machine safety, measurement, technical drawing, line development and product planning that is associated with the design and manufacture of wood material products. Students will learn through a variety of projects and activities related to the fields of wood processing, architecture and construction. Possible projects and activities include, but are not limited to, a wall clock, a small table, developing architectural floor plans and constructing a scale model of a residential structure. Projects and activities are completed by using hand tools and machines that include: the scroll saw, band saw, miter saw, router, drill press, plate joiner and a variety of sanders. Various drawing methods will be used to communicate the design of the product. These methods will include the geometric construction drawing method, manual/mechanical drafting, and CAD (Computer Aided Drawing). Students will be exposed to the methods utilized for processing hardwood materials and will take a more in depth look at the science behind wood as a manufacturing material. They will also explore a variety of wood joinery methods, machining techniques, how to apply a finish, and utilizing jigs and fixtures to manufacture a product. The current project is a wall clock. The current cost to purchase all projects will not exceed \$45.00.

Yearbook 8 Semester

This is a course that focuses primarily on the publication of the Upton Middle School Yearbook. Students will be introduced to the basic process of communication and participate in a variety of activities which will help them become better writers, listeners, photographers, and critical thinkers. *(Continued)*

Yearbook 8 Semester (Continued)

The creation of an Upton Yearbook worthy of sale is the main objective that will be assessed. However, students will also create projects such as preparing and delivering video commercials and creating promotional posters. Students will also learn and apply computer skills and explore the role of digital or cell phone cameras, and manipulation of digital imagery in communication. Additionally, there are a limited number of leadership experiences that may be offered to the most motivated students. This course is designed solely for students who are self-disciplined, self-motivated, and who enjoy writing, photography, public speaking, and sharing ideas with classmates.

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available, in accordance with Board Policy 7510 - Use of School Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

This language does not prohibit the District from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.

D. District Support

verify that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

Definitions:

Words used in this policy shall have those meanings defined herein: words not defined 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 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).

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").

Craig Hubble
Principal, Lincoln Elementary
269-926-3100
2580 S. Cleveland Avenue
St. Joseph, MI 49085
chubble@sjschools.org

Denise Reisig
Director of Special Education
269-926-3100
2580 S. Cleveland Avenue
St. Joseph, MI 49085
dreisig@sjschools.org

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

The District will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school. Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.

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 VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination Act of 1975 is provided to students, their parents, staff members, and the general public. A copy of each of the Acts and regulations on which this notice is based may be found in the CO's office.

The Superintendent shall annually attempt to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education.

The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.

In addition, the Superintendent shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (also see Policy 2225). The Superintendent is responsible for verifying that a concentration of students who are Limited English Proficient (LEP) in one or more programs is not the result of discrimination.

Reports and Complaints of Unlawful Discrimination and Retaliation

Students and Board employees are required, and all other members of the School District community and Third Parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) days.

Members of the School District community, which includes students or Third Parties, 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 or participation in educational or extra-curricular programs. 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.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a Protected Class, the Principal shall report the act to one of the COs who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

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 receive reports that are initially filled 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 any person who files a complaint. 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) days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation of a student 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/designee must contact the Complainant, if age eighteen (18) or older, or the Complainant parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities, any student 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) days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights ("OCR"). The Cleveland Office of the OCR can be reached at 1350 Euclid Avenue, Suite 325, Cleveland, Ohio 44115; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: <http://www.ed.gov/ocr>.

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 a student 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 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 teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.

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 Complainant's wishes, 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. Distributing a copy of Policy 2260 – Non-Discrimination and Access to Equal Educational Opportunity to the individuals in the school building or office where the Respondent works or attends.
- C. 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) 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 (1) 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.

The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District official at the student's school, the CO, Superintendent, or another District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, 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 teacher, Principal, or other District official at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO/designee within two (2) 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) 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. The Principal will not conduct an investigation unless directed to do so by the CO.

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 2260 - Nondiscrimination and Access to Equal Educational 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 designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. 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 discrimination/retaliation of the Complainant.

The CO's recommendations must be based upon the totality of the circumstances. In determining if unlawful 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 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) days. At the conclusion of the additional investigation, the Superintendent shall 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.

The decision of the Superintendent shall be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student 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 or the suspension/expulsion of a student. 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, including the ages and maturity levels of those involved. 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 a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

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 participate 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.

The District will endeavor to assist the student and/or his/her parents in their access to District programs by providing notices to the parents and students in a language and format that they are likely to understand.

Materials approved by the State Department of Education describing the benefits of instruction in Braille reading and writing shall be provided to each blind student's individualized planning committee. The District shall not deny a student the opportunity for instruction in Braille, reading, and writing solely because the student has some remaining vision.

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 must retain all information,

documents, electronically stored information, and electronic media (as defined in Policy 8315) created and received as part of an investigation, which may include, but not be limited to:

- A. all written reports/allegations/complaints/grievances/ statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/ complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. 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;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. 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);
- G. 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;
- H. 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;
- I. 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;
- J. documentation of any supportive measures offered and/or provided to the Complainant and/or the 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;
- K. 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;
- L. 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 Code of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- N. 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;
- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

These investigative records and materials 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 3/11/13

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Revised 8/16/16

Revised 12/10/18

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Legal

M.C.L. 380.1146, 380.1704, 37.1101 et seq., 37.2402, 37.1402, 37.2101-37.2804

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments 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 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

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

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

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

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979

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