

# *Kenowa Hills Public Schools Elementary School Handbook*



*\*Revised June 2022*

Alpine Elementary  
(616) 784-0884  
4730 Baumhoff

Central Elementary  
(616) 453-6351  
4252 3 Mile Rd NW

Zinser Elementary  
(616) 453-2461  
3949 Leonard NW

Early Childhood Center  
(616) 647-0910  
3971 Richmond Ct. NW

## **WELCOME!**

We welcome each family to the Kenowa Hills Public Schools for this school year. The purpose of this booklet is to provide answers to some commonly asked questions regarding school operations. Your knowledge and support of this information will help reinforce the expectations we hold for your child. For more detailed information about your particular school, please read the building specific material that will be coming home, or check the building web site at [www.khps.org](http://www.khps.org). Together we can make a difference.

Best wishes to each of you in the year ahead. Let's work together to make this a successful year for your child.

Sincerely,

Jason Snyder	Principal	Alpine Elementary	784-0884
Cherie Horner	Principal	Central Elementary	453-6351
Chris Bernard	Asst. Principal	Central Elementary	453-6351
Ross Willick	Principal	Zinser Elementary	453-2461
Luke Scholten	Director	Early Childhood Center	647-0910

# GENERAL PROCEDURES

## **ACCIDENTS AND ILLNESS**

Many illnesses do not require exclusion. However, children may be excluded if the illness prevents the child from participating comfortably in school activities or if there is risk of spread of harmful disease to others. Criteria provided from the Michigan Health Department include:

1. Severely ill: A child that is lethargic or less responsive, has difficulty breathing, or has a rapidly spreading rash.
2. Fever: A child with a temperature of 100.4 or greater AND behavior changes or other signs or symptoms (e.g., sore throat, rash, vomiting, or diarrhea). The child should not return until 24 hours of no fever, and diminishing symptoms, without the use of fever-reducing medications or additional new symptoms.
3. Diarrhea: A child has two loose or watery stools. The child should have no loose stools for 24 hours prior to returning to school. Exception: A healthcare provider has determined it is not infectious. Diarrhea may be caused by antibiotics or new foods a child has eaten. Discuss with a parent/guardian to find out if this is the likely cause.
4. Vomiting: A child that has vomited two or more times. The child should have no vomiting episodes for 24 hours prior to returning. Exception: A healthcare provider has determined it is not infectious.
5. Abdominal pain: A child with abdominal pain that continues for more than two hours or intermittent pain associated with fever or other symptoms.
6. Rash: The child with a rash AND has a fever or a change in behavior. Exclude until the rash subsides or until a healthcare provider has determined it is not infectious. Note: Rapidly spreading bruising or small blood spots under the skin need immediate medical attention.
7. Skin sores: A child with weeping sores on an exposed area that cannot be covered with waterproof dressing.
8. Certain communicable diseases: Children and staff diagnosed with certain communicable diseases may have to be excluded for a certain period of time.

If a student feels ill and he/she cannot function in the classroom, the child will be sent to the office. Office personnel may have the child lie down or make arrangements for the child to go home. In the event that we are unable to reach a parent, an attempt will be made to contact the person listed on the student's emergency information sheet. If a student receives an injury on the playground, the staff will provide medical attention. For injuries requiring a second opinion or professional medical attention, parents will be notified immediately. For serious injuries that require immediate medical attention, 9-1-1 may be contacted.

## **ATTENDANCE (TRUANCY/CHRONIC ABSENTEEISM)**

It is imperative that students be present at school for the entire school day for the maximum amount of learning to take place. Student absences, tardies, and early pick-ups create an environment in which the student is not receiving the full benefit of their public education experience. It is federal law and a parent's/guardian's responsibility to make certain that students are in school on all scheduled school days for all of the scheduled minutes. Research shows that both excused and unexcused absences can negatively impact a child's potential success in school and ability to master grade level concepts.

Parents or guardians are asked to please call the school office and give the date(s) your child will be absent from school. This call may be made the day before or by 9:00 the morning of the absence. Every effort will be made to contact those parents or guardians who do not call in their child's absence. Due to the importance of continuity in your child's education, we strongly urge you to take vacations during regularly scheduled school breaks.

## **EXCUSED ABSENCES**

Kent ISD common attendance standards:

- Goal: Five or fewer absences for all students per school year.
- Action Point: Absenteeism of ten percent or greater.

## **Absences**

Time away from school, just like time away from work for adults, is a precious and limited resource that must be actively and judiciously managed. Regular attendance is important both to preserve valuable instructional time, and to teach an essential life skill. All lost instructional time affects learning, learning declines rapidly when ten percent lost learning time is approached. Total lost learning time (TLLT) includes all insults to learning time, including full and part-day absences, late arrivals and early dismissals. It is important to notify the attendance clerk of any absence to confirm the time away from school. All absences count.\*

\* There are a few exceptions to all absences count, known as uncounted absences. These are calculated in the manner of snow days. The time is not counted as lost learning time, such as we are used to for snow days. The time is not only uncounted, but it also comes off of the total days of expected attendance for the student.

**Absences Cont. (not counted for attendance intervention):**

Up to five equivalent school days of lost instruction, per school year, as confirmed by a parent or guardian. Not counted until five per school year is exceeded. The following five categories should not be included in "days possible" when reporting:

- Snow days and other non-scheduled school closings.
- Medical absences. Not intended for routine illness, even if under a provider's care, but rather for very serious medical events, such as hospitalizations, these are absences ordered and documented, with hand signature, by a licensed health care doctor, with specific dates school must be missed for medical necessity. (This also includes significant life trauma, such as an immediate family member death, as confirmed and approved by appropriate school staff.) Blanket or "under the care of" excuses are not accepted "medically absent" without an IEP or 504 plan specifically addressing the medical issue and approval of appropriate school staff. Routine illnesses are, just like for adults at work, counted absences. These are subject to review and approval by school professionals.
- Court dates: required court appearances with court documentation, and related detention.
- Suspensions and expulsions.
- Preplanned absences that would not negatively affect the student's learning and educational performance as determined by the student's teacher(s) and building administrator in consultation, may be uncounted at the school's discretion. Generally, this would include assigned and required learning activities completed before and/or during the absence. It often may also include a report and/or presentation to the class, with a grading rubric established at the planning stage

At any time an absence can be uncounted with a note from a doctor, the note must include:

- Statement that the student may not attend school.
- The dates that the student must be absent from school with a clear return date
- The doctor's signature

We reserve the right to verify documentation and to investigate the cause of each repeated, unexplained absence and tardiness. We encourage all students to have 5 or fewer absences per school year. Once 5 days of absences have occurred, attendance monitoring will occur (See "Chronic Absenteeism" below). Parents must make every attempt to schedule dental, medical, and/or other professional appointments outside of the regular school day and/or on non-school days or breaks.

**UNEXCUSED ABSENCES**

Any time a student is absent and a parent does not provide any information regarding the reason, the absence will be marked as unexcused.

**CHRONIC TARDINESS/CHRONIC EARLY or LATE PICK-UPS**

Being tardy is defined as arriving later than 8:50.

- Chronic early dismissals and chronic tardiness will be defined as students who are picked up early, dropped off tardy more than two times in one week or 5 times in one month at any point in the school year.
- 10 tardies or 10 early dismissals (less than 60 minutes) = 1 unexcused absence
- A student who arrives at school 60 minutes or more past the start of the school day will be marked as absent for the AM section of attendance.
- A student who is picked up 60 minutes or more before the end of the school day will be marked as absent for the PM section of attendance.
- It is the parent's responsibility to have his/her child to school on time if parents decide to or expected to transport their child to school on a regular basis.
- Families may be charged for after school daycare if patterns of late pick up develop beyond a reasonable amount of time.

**CHRONIC ABSENTEEISM**

If your child's absences and tardies exceed 10% of the school year, a truancy process will begin. This includes notification to the Kent County Attendance Office. Families will be required to meet with the school administration to develop an attendance improvement plan. In addition, excessive absences may impact the district's recommendation for grade level promotion and/or a second referral to the Kent County Attendance Office.

**BACKGROUND CHECKS**

Kenowa Hills requires background checks to be completed for any adult visitor prior to visiting the school or classroom during the school day. A new background check must be completed EACH year and at least a week in advance of a school or classroom visit for approval to be processed. A valid driver's license or state identification card is required.

### **BIRTHDAYS & HOLIDAY CELEBRATIONS**

Celebrations are extremely important to a positive school culture. We encourage our students to make healthy choices during celebrations. We recommend that you support healthy choices by sending non-edible items for celebrations. If you choose to bring in an edible item, the health department strongly urges the use of commercially prepared treats for parties and you are asked to comply with this recommendation. School personnel reserves the right to not distribute food items due to individual allergies. Please communicate with your child's classroom teacher prior to sending birthday celebration items in case of student allergy. Each elementary building has more specific policies relating to student allergies. Please be sure to check with your school's office. Please do not send items that may be distracting to the learning environment or cause an allergic reaction. Personal invitations to parties should not come to school. Please find an alternate means of distribution.

### **BOOKS & TECHNOLOGY**

Technology and books are the property of the school and are loaned to students on an individual basis. Students are responsible for the proper care and appropriate use of books and technology while they are using them. If books or technology are returned damaged or not returned at all, the student responsible is expected to pay for the repair or replacement unless an insurance package has been purchased. Use of technology that is not aligned to curriculum may result in disciplinary action (see Personal Belongings for related information).

### **CANCELLATION OF SCHOOL**

Occasionally, school may be canceled due to inclement weather or other emergencies. All families registered to receive School Messenger Alerts will be notified in their manner of choice. If you are not currently enrolled, see your school office for information to do so. Parents may also download the Kenowa Hills App for your mobile device to receive important updates regarding school. In addition, TV channels 13 and 8 provide school closing information. Please do not call the school office with questions regarding school closing as the offices will also be closed. In the event of excessive school cancellations, additional days may be added to the end of the school year calendar.

### **CONFERENCES**

Parent/teacher conferences will be held in the fall and in the spring. We encourage all parents to attend these conferences and keep the lines of communication open with your child's teacher.

### **CURRICULUM**

Our district's instructional focus is on the Common Core State Standards for English Language Arts and Math. If a parent is interested in obtaining specific information, they may access our district website links or contact their child's school office. For information about our district's personal curriculum, please refer to this section in our handbook.

### **COMPLAINTS**

The following procedure should be followed by anyone who has a complaint regarding any employee of Kenowa Hills Public Schools:

1. Contact the employee personally and attempt to resolve the problem at a mutually agreeable place and time.
2. If this fails, the immediate supervisor of the employee involved should be contacted and an attempt should be made to resolve the problem.
3. If success has not been attained at the supervisor level, the complaint may be brought to the attention of the assistant superintendent who will determine further steps necessary to resolve the issue.
4. If the assistant superintendent is unable to resolve the matter satisfactorily, the person may request to be placed on the agenda of the next meeting of the Board of Education or the superintendent.
5. The Board of Education will consider the concern if the proper procedure has been followed.

### **DROPPING OFF AND PICKING UP YOUR STUDENT AT SCHOOL**

Students who arrive after the scheduled start of classes should check in at the office prior to going to class. Parents are asked to contact the school office as far in advance as possible prior to picking up students. If sending in a note, it is also best practice to also call the school and/or notify the child's teachers as notes often are forgotten by students. We also will not take a child's "word" about early dismissals. Parents/Guardians must call or email the school. Please state the anticipated pick-up time in the note or phone call. For the safety of the children, any adult picking up a child must report to the office, be on the child's emergency form and bring proper identification. Your child will be contacted to meet you at the office. Please wait in the lobby for your child, not in the hallway or outside the classroom. For daily drop off and pick up procedures and times, please see your child's school building office staff or available information.

### **DRUGS, ALCOHOL, MOOD ALTERING SUBSTANCES, PARAPHERNALIA & FIREWORKS**

Students are prohibited from possession, use, delivery, transfer, sale or attempted sale of any alcohol, controlled substances, look-alike drugs, or drug paraphernalia (including but not limited to marijuana, marijuana accessories and/or marijuana-infused products) at any time while they are at school or any school-related activity. Fireworks and other incendiary devices are also prohibited. Violations will be referred to the appropriate authorities, and students will be subject to disciplinary action up to and including expulsion from school.

### **EMERGENCY PROCEDURES (FIRE, TORNADO AND LOCKDOWN)**

Fire-escape locations and procedures are posted in each classroom. Each class has an assigned area in the building to go to for tornado drills. If tornado warnings continue beyond the regular end of the student day, students will be kept in school until an all-clear is issued. The number of drills held each year is followed per state mandated requirements.

### **FUNDRAISERS**

Each year, the school and/or parent groups may sponsor one or more fundraisers. All fundraisers must go through the district's approval process.

### **HEAD LICE POLICY**

The Michigan Department of Community Health (MDCH) and the Michigan Department of Education (MDE) jointly support the following statements for the management of head lice infestations within school communities. Currently, there is no scientific evidence demonstrating that enforced exclusion policies are effective at reducing head lice transmission. At this time, MDCH and MDE recommend a policy that focuses on the exclusion of active infestations only. Active infestations can be defined as the presence of live lice or nits found within ¼" of the scalp. Nits that are found beyond ¼" of the scalp have more than likely hatched, or are no longer viable.

- Any student with live lice may remain in school until the end of the school day (See Procedures).
- Immediate treatment at home is advised.
- The student will be readmitted to school after treatment and examination. **The student must be transported to school by an adult for examination by our office personnel.**
- If, upon examination, the school-designated personnel finds no live lice on the child, the child may reenter the school.
- Any student with nits (farther than ¼" from scalp) will be allowed in school.
- Parents should remove nits daily and treat if live lice are observed.

### **HEAD LICE PROCEDURES**

When a member of school staff suspects a child is infested with head lice, the following procedures should be followed:

- The child will be restricted from activities involving close contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, brushes) with other children.
- The school/facility will be notified, and the parents will be contacted.
- Immediate removal of the child is unnecessary. The child can be sent home at the end of the day. Children should be allowed to ride the school bus home.
- A letter will be sent home notifying classmates' parents that a case of head lice is suspected and asking them to check all of their children for head lice.
- The school will provide parents with a copy of an information sheet on head lice infestation and treatment options.
- The child cannot return to school unless lice free (and no nits closer than ¼" of the scalp). Upon return, the child must be checked in the school office prior to entering the classroom. Parents/Guardians must wait with his/her child until the child is cleared.

### **IMMUNIZATIONS**

Any student enrolling in a Michigan school shall submit proof of the following immunizations prior to official entry. The school has the authority to deny entrance to children not meeting these requirements. The following are required by law:

- 4 Doses of DTP, DT, or Td: If the 4th dose was not given on or after the 4th birthday, another dose must be given prior to school entry
- 3 Doses of Polio: If the 3rd dose was not given on or after the 4th birthday, another dose must be given prior to school entry
- 2 Doses of MMR (mumps, measles, rubella)
- Hepatitis B immunization series must have been begun prior to school entry
- Two doses of chickenpox vaccine or a written statement from the student's parent indicating their child has had chicken pox

\*Hearing and vision tests must be done for all new kindergarten students who did not have one completed in Preschool.

### **MEDICATION**

Kenowa Hills Public Schools will follow board policy and state regulations regarding the administration of medication. The office staff is not allowed to administer any medication unless the parents have completed a medication form. Forms are

available in the office. Students are not allowed to administer their own medication. Medication will be administered based on prescribed directions. All medications, whether prescription or nonprescription, must be in their original container. Students are not to transport any medication. Parents must drop off and pick up any medication at the office.

### **PERSONAL BELONGINGS/ELECTRONICS**

Any non-school issued technology items are not allowed at school, unless prior authorization has been received. This includes, but is not limited to, cell phones, iPods, iPads, mp3 players, hand-held games, other personal electronic devices, toys and other nuisance items. Each building will follow the Kenowa Hills Acceptable Use Policy as it relates to mobile devices. Each building may have additional procedures relating to personal student devices. Confiscated items will be held by building administration on an individual basis and released to parents/guardians. The school is not responsible for any items brought to school.

### **RECESS POLICY**

Unless it's raining or below 0° F ("feels like" temperature and wind chill are factors as well), all students can be expected to go outside for every recess, with exceptions made by doctor's orders only and teacher or principal discretion based on an academic or behavioral need. Appropriate clothing is a must if a student is to be comfortable. Please label all clothing.

### **REGISTRATION**

Parents are required to complete the registration process in the registration portal. Parents are required to update this annually. This includes providing emergency information as well as other pertinent information necessary for beginning or adding to the cumulative record of the student. Please inform the district of any changes to this information during the school year.

### **REPORT CARDS**

Formal, written report card evaluations are given three times each year. Report cards are sent home with students after the second and third marking periods and mailed home after the fourth one.

### **RESTORATIVE JUSTICE**

Public Act 360 adds section 1310d when reviewing student discipline. Schools must consider all of the following factors before suspending and/or expelling a student:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the violation or behavior committed;
5. Whether the violation or behavior committed threatened the safety of any student or staff member;
6. Whether restorative practices will be used to address the violation or behavior committed; and
7. Whether a lesser intervention would properly address the violation or behavior committed.

Public Act 361 adds section 1310c and requires school officials to consider using restorative practices as an alternative or in addition to suspending or expelling a student. Restorative practices are defined as "practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct.

### **RETENTION**

KHPS is committed to research-based and competency-based educational practices that are effective in enhancing the educational attainment of all students. Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and socially.

Before grade retention is considered, the statements must be met:

1. A student will have been provided with intervention either by the classroom teacher or an available interventionist to provide additional opportunities to show mastery.
2. The student must have multiple progress monitoring data points or evidences of progress and be discussed with the school's child study team by the end of the year.
  - a. Students have not shown proficiency on grade level standards and are not following growth norms as compared to their peers.
  - b. Promotion in grades K-5 shall be based on the student's overall mastery of curriculum. In grades K-5, promotion to the next grade level shall be based on a mastery of the majority of all math and reading standards.
  - c. A student who is developmentally young may be considered for retention if the "youngness" is combined with a lack of mastery of curriculum objectives for the grade level.

- d. Excessive absences, combined with a lack of mastery of curriculum, may also prompt consideration for retention.
- e. Behavior cannot be the sole criterion for retention.

### **SALES IN SCHOOL**

Students are not permitted to sell any items in school except as a member of an approved group and only with the knowledge of the principal.

### **SCHEDULE**

	<b>FULL DAY</b>	<b>HALF DAY</b>
Alpine Elementary	*8:35 AM - 3:37 PM	8:35 AM – 12:05 PM
Central Elementary	*8:35 AM - 3:37 PM	8:35 AM - 12:05 PM
Zinser Elementary	*8:35 AM - 3:37 PM	8:35 AM - 12:05 PM
<i>*Elementary drop-off time = 8:30. Students will not be supervised prior to.</i>		
Early Childhood Center (ECC)	Contact the ECC for your child's specific program.	

### **SEXUAL HARASSMENT/TITLE IX**

Students should not harass each other in any way. Our commitment is to provide a physically and psychologically safe environment in which to learn. Sexual harassment violations, and the resulting discipline from those violations, will be determined on an individual basis.

All students, staff, parents, and visitors are expected to treat others with respect. Sexual harassment is a violation of Title IVV of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and the Michigan Elliott-Larsen Civil Rights Act and is strictly prohibited. Sexual harassment should be reported to the principal immediately.

Sexual harassment has three parts:

1. Unwelcome or unwanted behavior.
2. The behavior is sexual or related to the gender of the harassed person.
3. The behavior is in the context of power. This can include staff to student, student to student, student to staff, or other.

Harassment can include, but is not limited to:

1. Direct or indirect comments to a person or about a person of a sexual nature.
2. Touching a person's body or clothing.
3. Looking, ogling, or leering.
4. Displaying pictures or written material of a sexual nature.

## **Title IX Statement and Grievance Procedure**

### **1. Title IX Statement**

Title IX prohibits discrimination on the basis of sex, including sexual harassment, in any program, service or activity, including but not limited to, educational programs or activities, such as, extracurricular activities, student services, academic counseling, discipline, classroom assignment, grading, athletics, and transportation, operated by Kenowa Hills Public Schools ("District"), including admission to these programs and activities. Title IX also prohibits sex discrimination in employment.

The District encourages anyone within the school community who believes a Title IX violation may have occurred to report their concerns to a District Title IX Coordinator identified below.

Bill Dinkelman  
Assistant Superintendent  
2325 Four Mile Road NW  
Grand Rapids, MI 49544  
(616) 784-2511  
[bdinkelman@khps.org](mailto:bdinkelman@khps.org)

OR

Brooke Davis  
Director of Diversity, Equity, and Mental Health  
2325 Four Mile Road NW  
Grand Rapids, MI 49544  
(616) 784-2511  
[bdavis@khps.org](mailto:bdavis@khps.org)



### ***Definitions***

“School community” means students, parents/legal guardians, administrators, professional and support staff, as well as Board of Education members, agents, volunteers, contractors or other persons subject to the control and supervision of the Board.

“Complainant” or “reporting party” refers to the person submitting a Title IX complaint.

“Respondent” or “responding party” means the person identified as violating Title IX.

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

## **2. Grievance Procedures**

### ***Reporting***

If students, their parents/guardians, or anyone else on their behalf believe that they have been subjected to sex discrimination, sexual harassment or sexual assault by school board members, staff, vendors, contractors, or other persons doing business with the District, then a complaint should be immediately reported to the principal of the school where the student attends and/or to the Assistant Superintendent, Bill Dinkelman; Email [bdinkelman@khps.org](mailto:bdinkelman@khps.org)) or Director of Diversity, Equity, and Mental Health, Brooke Davis (Email [btdavis@khps.org](mailto:btdavis@khps.org)), who is the Title IX Coordinator responsible for Title IX complaints involving adults. Principals shall report any such Title IX complaints to the Assistant Superintendent, who is the Title IX Coordinator responsible for any Title IX complaint involving a staff member or third party.

If the Title IX complaint involves students as both the complainant/alleged victim and responding party, then the complaint should be immediately reported to the principal of the school where the student attends and/or to the Assistant Superintendent, Bill Dinkelman (Phone No. (616) 784-2511; Email [bdinkelman@khps.org](mailto:bdinkelman@khps.org)) or Director of Diversity, Equity, and Mental Health, Brooke Davis (Email [btdavis@khps.org](mailto:btdavis@khps.org)), who are the Title IX Coordinators for complaints involving students. Principals shall report any such Title IX complaints to the Assistant Superintendent, who is the Title IX Coordinator responsible for any Title IX complaint involving students as both the complainant/alleged victim and responding party.

Each Title IX Coordinator is responsible for providing to the other Title IX Coordinator a copy of a Title IX complaint that was submitted to the incorrect Title IX Coordinator.

All District employees are expected to promptly report sexual harassment and sexual assault that they observe or hear about to the appropriate Title IX Coordinator.

Any complaints involving employment issues, involving employees and students or involving third parties (whether adult or non-student minors) should be reported to the Assistant Superintendent, Bill Dinkelman (Phone No. (616) 784-2511; Email [bdinkelman@khps.org](mailto:bdinkelman@khps.org)), who is the Title IX Coordinator responsible for Title IX complaints involving staff members and third parties.

Reports can be made both orally or in writing and should be as specific as possible. The person making the report should identify the alleged victim, perpetrator(s) and witness(es), and describe in detail what occurred, including date(s), time(s) and location(s). The District, however, will investigate and address all reports.

The complainant has the right to simultaneously file a criminal, administrative, or civil complaint. The complainant's decision to file criminal charges or another complaint does not diminish the District's obligation to investigate a complaint made by the complainant to the District.

Any incidents of sexual harassment and/or sexual assault that come to the District's attention through means other than a formal complaint will also be promptly reported to a Title IX Coordinator, promptly investigated and appropriately addressed.

## **3. Examples of Title IX Violations:**

Title IX protects students and staff from harassment or discrimination on the basis of sex during educational or extracurricular programs and activities, whether they take place at school or elsewhere. Sex discrimination usually involves unequal

treatment on the basis of sex and can be perpetrated by students, staff members or employees, volunteers, vendors, contractors or visitors to the school. Title IX protects employees from sex discrimination, sexual harassment or sexual assault.

Sexual harassment is unwelcome verbal or physical conduct of a sexual nature that is sufficiently severe, persistent or pervasive that it denies or limits an individual's ability to participate in or benefit from the District's programs and activities. Sexual harassment may include, but is not limited to, the following:

- Unwelcome sexual advances;
- Unwelcome sexual verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; unwelcome sexually degrading language, jokes or innuendoes; unwelcome sexually degrading language or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages or email;
- Requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature;
- Verbal harassment or abuse;
- Pressure to engage in sexual activity;
- Repeated remarks with sexual implications;
- Unwelcome touching; and/or
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

In the case of employees, sexual harassment includes any unwelcome verbal or physical conduct of a sexual nature that is sufficiently severe, persistent, or pervasive that creates a hostile work environment or adversely affects the employee's working conditions.

Conduct is considered unwelcome if the person did not request or invite it and/or regards the conduct as undesirable or offensive.

Sexual violence refers to physical sexual activity perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). Sexual violence includes, but is not limited to, conduct that is criminal in nature, such as rape, sexual assault, dating violence and sexually motivated stalking.

Gender-based harassment is unwelcome conduct based on a person's actual or perceived sex or sexual orientation. It includes slurs, taunts, stereotypes or name-calling, as well as gender-motivated physical threats, attacks or other hateful conduct based on a person's sex or failure to conform to sex stereotypes.

#### **4. Informal Resolution Process**

If appropriate as determined by the Title IX Coordinator, the complaining party and the respondent may voluntarily agree to participate in an informal resolution process that does not involve a full investigation and determination. Prior to the informal resolution process commencing, both parties will receive written notice of the charges and allegations and will be advised of their option to engage in a formal resolution process. The complainant will not be required to resolve the problem directly with the respondent, and either party has the right to end the informal process at any time and begin the formal process for investigating the complaint. The District reserves the right to prohibit the informal resolution process for complaints involving an employee and a student. The informal process should be completed on or before thirty (30) days after the complaint is filed.

#### **5. Formal Resolution Process**

If the parties choose not to engage in the informal resolution process, or choose to stop the informal resolution process at any time, the District will conduct a prompt and full investigation into any Title IX complaint. An investigation will afford both the complaining party and the respondent a full and fair opportunity to be heard, submit documentation and evidence supporting or rebutting the allegation(s), and identify witnesses. All parties involved in the investigation will be provided with a copy of this Title IX Statement and Grievance Procedures.

Investigations may be conducted by the appropriate Title IX Coordinator or designee, such as a building administrator or other administrator, who has been trained in Title IX procedures. The District reserves the right to obtain or consult with a third party investigator or resource at any time during the complaint, investigation, or determination process.

Prior to and during the investigation process, the Title IX Coordinator or designee will meet independently with the complaining party and with the respondent and discuss, where appropriate, any interim and/or remedial measures imposed during the investigation.

### ***Confidentiality***

- All complaints, interviews and investigations will be treated with confidentiality as allowed under the law. Only those employees or students whose participation in the investigation is required, or those individuals with a legitimate reason to know, will be informed. During the course of the investigation, the Title IX Coordinator or designee will instruct all interviewees about the importance of the maintaining confidentiality. Interviewees will be directed not to disclose any information that the interviewee learns or provides during the course of the investigation to third parties. At times, the complainant or, where applicable, the complainant's parent may request that the complainant's name or the alleged victim's name not be disclosed to the alleged perpetrator or that no investigation or disciplinary action be pursued. The Title IX Coordinator or designee will endeavor to balance the privacy request with the District's obligation to provide a safe and non-discriminatory environment and the Respondent's due process rights. If appropriate, the Title IX Coordinator or designee will advise that honoring a confidentiality request may limit the District's ability to fully respond to the complaint, including pursuing disciplinary action against the alleged perpetrator.

### ***Retaliation Prohibited***

- At the beginning of the investigation, the Title IX Coordinator or designee will explain that Title IX includes protections against retaliation and that the school will take steps to prevent retaliation and that the District will strongly react to any retaliatory actions, including any acts of retaliatory harassment, should they occur. No student, parent/guardian, employee, or member of the public shall be retaliated against for filing a complaint of discrimination or participating in the investigation of the complaint.
- Any person can report a claim of retaliation verbally or in writing to a Title IX Coordinator or school building principal (who in turn will report the complaint of retaliation to the Title IX Coordinator). Should the District receive a retaliation complaint, the District will promptly investigate and take all necessary steps within its control to stop any confirmed retaliatory acts/behavior.

### ***Investigation Procedure***

- Investigations must begin promptly, proceed impartially, and treat all parties equitably. This includes providing both parties an opportunity to present witnesses and other evidence. The investigation will be concluded within thirty (30) calendar days but no more than sixty (60) days after a complaint is filed, unless there is good cause to continue the investigation beyond sixty (60) days.
- For complaints involving an alleged hostile environment based on sex, in determining whether the alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the harassment, and the context in which the alleged incident(s) occurred will be investigated.
- All documentation regarding the complaint and the investigation will be stored in a separate confidential file maintained by the Title IX Coordinator.
- A prompt and thorough investigation of the complaint shall be conducted as follows:
  - Obtain complainant's and respondent's statements (clear, concise, with as much detail as possible).
  - Notify complainant, victim (if other than complainant), respondent, and the parent/guardian of each, if minor students, that they have the right to provide witnesses and other evidence.
  - Question any witnesses who are involved in or have knowledge of the incident, and document accordingly.
  - Review the student records/files applicable to the complaint.
  - Keep complainant, or victim (if other than complainant), and any minor student's parent/guardian apprised in writing of the progress of the investigation if it cannot be concluded within ten (10) business days and provide an estimated timeline for the investigation.
  - The Title IX Coordinator who is the Assistant Superintendent will lead the investigation if a staff member or a third party, such as contractor assigned to work at the school, is a party to the complaint.

### **Interim protective measures**

- During the course of its investigation, upon request of a party, or on its own initiative, the District may implement interim measures prior to or during the investigation of a complaint. A party can submit requests for interim measures, either verbally or in writing, to the investigator and/or to the Title IX Coordinator. (The investigator will notify the Title IX Coordinator of any request for interim measures.) Interim measures are individualized services offered as appropriate to either the complainant or responding party. Interim measures include, but are not limited to, counseling, extensions of time, modifications of work or class schedules, appropriate emotional and/or academic support, restrictions on contact between the parties, leaves of absences, and increased monitoring and support. In fairly assessing the need for either party to receive interim measures, the District will not rely on fixed rules or any assumptions that favor one party over another. Interim measures will be made available to both parties, as appropriate. In imposing interim measures, the Title IX Coordinator or designee will make every effort to avoid depriving any student of his/her education. The District will take steps to ensure that any interim measure minimizes the burden on the parties, and that the Title IX Coordinator or designee will communicate with the parties throughout the investigation to ensure any interim measures are necessary and effective based on the parties' needs.

### **Resolution of Investigation**

On or before sixty (60) days after the complaint is filed:

- A. If the investigation reveals that the complaint **has merit by a preponderance of the evidence**, the following action should be taken:
  - 1. For cases involving only students, the investigator will confer with the Assistant Superintendent and if appropriate with the building administrator to determine what action is necessary to resolve the complaint and prevent recurrence.
  - 2. For cases involving staff member or a third party, such as a contractor assigned to work within the District, the investigator will confer with the Assistant Superintendent.
  - 3. The District shall take reasonable, timely, age-appropriate and effective corrective action based upon the situation and nature of the complaint. Appropriate corrective action may include classroom reassignment, increased staff supervision, counseling, academic support services, additional training for students and staff, and reporting procedures, safety plan, behavioral support plan and/or disciplinary action under the Student Code of Conduct or under the District's policies and procedures.
  - 4. In employee cases involving an employment discrimination claim or a claim of sexual harassment, the District shall take appropriate corrective actions, including but not limited to, make-whole remedies, reassignment or transfers, no-contact order, counseling, safety plans and/or disciplinary action against the perpetrator.
  - 5. The Title IX Coordinator's findings will be documented in a final report and summarized in writing to the complainant, victim (if other than complainant), respondent and minor students' parents/guardians, and any other necessary parties.
  - 6. If a student, appropriate discipline for students will be imposed according to the Student Code of Conduct, depending upon the evidence presented and the severity of the incident.
  - 7. Student findings and corrective actions will be documented in the student or employee record of the accused.
  - 8. After each investigation, the Title IX Coordinator will reiterate to all individuals involved in the investigation the Board's policy regarding sex discrimination, sexual harassment and prohibition against retaliation.
  - 9. The principal or his/her designee will periodically check in with the complainant, or victim (if other than complainant), and, as appropriate, parents/guardians to ensure that no further acts of discrimination are occurring.
- B. If the investigation shows that the complaint **is without merit**, the following action will be taken:
  - 1. The Title IX Coordinator's findings will be documented in a final report and summarized in writing to the complainant, victim (if other than complainant), respondent, minor students' parents/guardians, and any other necessary parties.

2. After each investigation, the Title IX Coordinator will reiterate to all individuals involved in the investigation the Board's policy regarding sex discrimination, sexual harassment and prohibition against retaliation.

### **TOBACCO/E-CIGARETTES**

Student or adult use of tobacco products or e-cigarettes (including vaping) are not permitted on school grounds. Failure to comply with this will result in administrative action.

### **TRANSPORTATION**

For specific questions regarding pick up and drop off times at bus stops or to report bus concerns, please contact our transportation department at 453-4757. Kindergarten and K-Knight students are required to have a responsible person present at the bus stop during drop off to ensure our youngest students get home safely. If a responsible person is not present, kindergarten and K-Knight students will be transported to the Early Childhood Center/Kenowa Hills Daycare for supervision until the parent can make arrangements for pick up. This service will be provided at the expense of the parent. If elementary buildings are offering after school enrichment due to district professional development, the child may be brought back to an elementary building for supervision. Again, this service will be provided at the expense of the parent.

### **VISITORS**

Visitors are always welcome in all schools. All visitors must check in at the office and pick up a visitor's pass prior to visiting other parts of the building. If you wish to visit your child's classroom or confer with a teacher, it is necessary to call ahead in order to assure school personnel will be available and your visit will not interrupt instruction. For the safety of our students, visitors must submit a background check at least a week in advance prior to visiting school and it must be approved.

### **WEAPONS**

Public Act 451 provides for the expulsion of any public school student who is found in possession of a dangerous weapon (firearm, dagger, knife with a blade over 3" long, iron bar, etc.) in a school building or on the school grounds. Act 451 requires that children who are in the fifth grade or lower be expelled for at least 90 days unless certain criteria are met. However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:

1. The object or instrument possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person as a weapon.
2. The weapon was not knowingly possessed by the pupil.
3. The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.
4. The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of school or police authorities.

### **BEHAVIORAL EXPECTATIONS**

Our elementary buildings are diligent with creating an environment built upon the components of a positive behavioral support system. Each teacher creates and enforces certain classroom rules reinforced by a social contract intended to promote learning. Some basic guidelines are important to observe throughout the school. There may be circumstances whereby an exception to the rule may be exercised.

1. Gum chewing privileges are given by individual teachers.
2. Students are expected to maintain safe and orderly behavior in the hall, and in the bathrooms.
3. Inappropriate language will not be permitted.
4. Beverages in the classroom are limited to water except on special occasions.
5. Healthy snacks are allowed in classrooms at individual teacher discretion.
6. Students will not touch or tamper with other students' belongings in any way. Students should not tamper or damage school property in any way. Particular caution should be taken around safety related items such as fire alarms and cameras as well as any available technology such as iPads and computers.
7. Hitting, kicking, pushing and other aggressive acts will not be tolerated. For more information regarding our district's bullying policy, please see board policy 5517.01 – Bullying and Other Aggressive

Behavior Toward Students. Reported incidents of bullying will be investigated per our board policy.

8. Students are not to buy or sell items from one another and are not to make any “deals” involving the exchange of goods or money while at school.
9. Students should present themselves in a manner that is non-distracting. This includes clothing, accessories and personal appearance/hygiene. Clothing that presents a disruptive influence will not be allowed. Hats may not be worn in the building's public areas except on special days. The school has the authority to determine if a student's dress is disruptive to the educational environment. The school may take steps such as providing alternative clothes for the student and/or calling home for parental support to provide alternate clothing.

### **PROGRESSIVE DISCIPLINE**

Our schools are committed to ensuring that we have safe and orderly environments in which teaching and learning can take place each day. A safe and supportive school depends upon the efforts of all members of the school community to treat one another with mutual respect. It is important that all members of the school community (students, staff and parents, guests) know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. Our schools provide clear behavior expectations through our building code of conduct and classroom social contracts as well as through classroom procedures and expectations. Common expectations in all elementary buildings ensure consistency and equitable treatment for all students. Our progressive discipline plan maintains safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every elementary school establishes multi-tiered systems of support (MTSS) for students' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. KHPS is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with district policy, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

Our schools view behavioral incidents as a “teachable moment” as they provide students with an opportunity for growth and learning. Consequences are used in each building to address inappropriate behavior with the goal of teaching positive behavior. Our schools utilize progressive discipline to address reoccurring behavioral incidents through the use of incremental interventions. The goal of progressive discipline is to hold students accountable for their choices and behavioral change. In addition, the goal is to prevent the recurrence of negative behavior by helping students learn from their mistakes. It is essential to progressive discipline that students understand why the behavior is unacceptable, what they could have done differently, take responsibility for their actions and be given the opportunity to improve.

All behavioral incidents are treated on a case by case basis as there are a variety of important considerations. Some of these considerations include: age and maturity of students involved, special education needs (IEP, BIP, 504, etc.), prior disciplinary records, nature or severity of the behavior, circumstances/context in which the incident occurred, frequency, duration and intensity of the behavior, and number of persons involved.

Consequences may include (this is not an exhaustive list): adjustment to seating arrangements in the classroom, loss of classroom privileges, inability to attend school events or experiences (study trips, assemblies, etc.), removal from the classroom (“time out”), loss of recess or alternative recess activity, reduced day/calendar, in school suspension, out of school suspension and/or a parent/guardian/appointee to sit with the student during the school day. In addition, our schools will work with parents as a team to develop appropriate plans to address chronic or patterns of negative behavior.

- **Due Process & Appeals**

- A student will be given an explanation of the charges against him/her and an opportunity to tell his/her side of the story before discipline consequences are issued. The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision within 24 hours.

- **Restorative Practice**

- The goal is to restore the student's participation in the school community. If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians.

- **Emergency Removal**
  - There are times when an emergency removal from class is appropriate. When an emergency removal has occurred, the student shall be given notice of the reasons and an opportunity to tell his/her side of the story as soon as reasonably possible.
- **Seclusion and Restraint**
  - In the event that staff members need to restrain and/or seclude students, it must be done in accordance with our board policy. Such intervention may be used only as a last resort in emergency situations, if students pose a threat to themselves or others based on their behavior. Only school staff and substitute personnel who are trained in permissible seclusion and physical restraint measures shall use such techniques.

## **ELEMENTARY CODE OF CONDUCTS**

Each elementary school has a code of conduct and social contract that emphasizes the social skills students need to be part of a safe and productive community. These norms help provide staff with a common language and consistency when speaking with and educating students so that they will develop the ability to incorporate them into their own lives now and into the future.

**Alpine Elementary = Be the BEST You**

**Central Elementary = Central SHINES**

**Zinser Elementary = Kids Who CARE**

### True Success Key Character Attributes

#### **Respect: How does RESPECT help us build relationships?**

- #1 - Respecting our school environment
- #2 - Respecting Differences
- #3 - Respect is shown by body language and tone of voice.

#### **Responsibility: How does responsibility lead to success?**

- #1 - You are responsible for your attitude.
- #2 - Your effort reflects responsibility.
- #3 - Choices online are your responsibility.
- #4 - Responsibility affects those around you.

#### **Gratitude: What are the results of an “attitude of gratitude”?**

- #1 - Thankful for who you are and what you have.
- #2 - Actions that show Gratitude.
- #3 - Gratitude for things we “take for granted.”

#### **Self-Control: What are the benefits of using self-control?**

- #1 - Self-control is reacting positively to frustrating situations.
- #2 - Respect requires self-control
- #3 - Self-control leads to smart and safe choices.

#### **Grit: How do we develop Grit?**

- #1 - Grit is persevering and not giving up.
- #2 - Grit is beginning with the end in mind.
- #3 - Grit is facing your challenges.
- #4 - Grit is learning and adjusting from failures.

#### **Courage: What happens when you’re courageous?**

- #1 - Courage is facing your fear.
- #2 - Courage is standing up for what you believe.
- #3 - Overcoming difficult situations shows courage.
- #4 - Courage is taking risks.

**Encouragement: How do encouraging words and actions help strengthen relationships?**

- #1. Encouraging words inspire others.
- #2. Encouragement helps us face our fear.
- #3. Encouragement reflects a positive attitude.
- #4. You are worthy of encouragement.

**Compassion: What compassionate actions result from understanding the perspective (empathy) of others?**

- #1 - Compassion is showing empathy for others.
- #2 - Actions of kindness show compassion.
- #3 - Using your time, treasure and talents shows compassion for others.

**Integrity: How do we practice integrity at school and at home?**

- #1 - Doing what is RIGHT, even if it's difficult.
- #2 - Being truthful requires integrity.
- #3 - Speaking positively about others.
- #4 - Taking responsibility for your actions using integrity.

**Capturing Kids Hearts (CKH)**

We are a CKH district. Through training, expert coaching, an SEL curriculum for students, and personalized support, Capturing Kids' Hearts® equips professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. We believe if you have a child's heart, you have his/her mind.

**INDIVIDUALS WITH DISABILITIES**

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student may access special education services and/or accommodations through the proper evaluation procedures as defined in the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, and State of Michigan administrative rules. For additional information on evaluation procedures, accommodation plans, and/or special education contact the building principal or Luke Scholten, Director of Special Education and Early Childhood Education, at (616) 647-0910.

Kenowa Hills will follow discipline protections and procedures noted in ADA, IDEA and MARSE for all students who qualify.



**Annual Notice of the Right to Request a Personal Curriculum (PC)  
Modifying Michigan Merit Curriculum (MMC) requirements for Graduation with a Regular High School Diploma**

The Personal Curriculum is a process to modify specific graduation credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements for high school graduation.

The parent or guardian of a student for whom a personal curriculum is sought, or the student (if age of majority) or an emancipated minor may request a personal curriculum.

Other potential requesters include a current teacher of the student who has expertise in the proposed area to be modified by the PC, or who is determined by the principal to have qualifications otherwise relevant to developing a PC, or a school counselor.

According to Section 380.1278b amended of the Revised School Code regarding the Michigan Merit Curriculum and personal curriculum, if the request for a personal curriculum is made by the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, by the pupil, the school district or public school academy shall develop a personal curriculum for the pupil.

With the passing of House Bills 4465 and 4466 in June 2014 effective April 2015, Graduation Requirements now include the following (plus any additional local requirements):

<b>Mathematics</b>	
<b>Michigan Merit Curriculum</b>	<b>Personal Curriculum Options</b>
4 credits of mathematics, including: 380.1278a (1,a,i)	3 1/2 credits of mathematics, including: MCL380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II <b>or</b> <ul style="list-style-type: none"> <li>• Algebra II over 2 years for 2 credits</li> <li>• Algebra II over 1.5 years for 1.5 credits</li> <li>• A MDE-approved CTE program such as machining, electronics, construction, welding, engineering, computer science, renewable energy if course includes some Algebra II content assessed on the state high school test</li> </ul>	Algebra II may be modified if the student meets <b>one or more of the following</b> : <ul style="list-style-type: none"> <li>• One semester of Algebra II</li> <li>• Algebra II over 2 years for 2 credits</li> <li>• Algebra II over 1.5 years for 1.5 credits</li> <li>• A MDE-approved CTE program or curriculum that completes the same content as Algebra II benchmarks assessed on State HS Assessment</li> <li>• One semester of statistics, functions and data analysis or technical mathematics</li> </ul>
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	Students must successfully complete at least 1 math credit during his or her <b>final 2 years</b> of high school
Students must successfully complete at least one math course during final High School year	
<b>English Language Arts (no modifications)</b>	
At least 4 credits of <b>English Language Arts</b> MCL380.1278b (1,a)	
<b>Science (no modifications)</b>	
At least 3 credits of <b>Science</b> , including: MCL 380.1278b (1,b)	
Biology	

Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	
One additional science credit or MDE-approved computer science or CTE program	

<b>Social Science</b>	
<b>Michigan Merit Curriculum</b>	<b>Personal Curriculum Options</b>
At least 3 credits in <b>Social Science</b> , including: 380.1278a (1,a,ii)	At least 2 credits of Social Science, including 1/2 credit of Civics MCL 380.1278b (5,h)
1 credit United States History and Geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit World History and Geography	
1/2 credit in Economics	
1/2 credit In Civics	
<b>Health and Physical Education</b>	
At least 1 credit that includes both Health and Physical Education MCL 380.1278a (1,a,iii)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5,i)
<b>OR</b> 1/2 credit in Health, plus 1/2 credit for district-approved participation in extra-curricular athletics or activities involving physical activity	
<b>Visual, Performing or Applied Arts</b>	
At least 1 credit of Visual, Performing, or Applied Arts MCL 380.1278a (1,a,iv)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5,j)
<b>World Languages</b>	
Two World Language credits, both in the SAME language other than English. Can be earned anytime, K-12, if grade-appropriate MCL 380.1278a (2) (Effective class of 2016)	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 World Language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language "counts" as a World Language	
May be an online World Language course	
<b>Sub-section K - Students with Disabilities</b>	
	Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5,k)
<b>Sub-section L - Transfer Students</b>	
	Student transfers in with a least 2 years of HS credits from an out-of-state or from nonpublic school MCL 380.1278b (5,k)
	The Personal Curriculum includes as much of the subject content as practical
	Must include at least 1 math class during final year of HS

	If the transfer student is enrolled for a least one full school year: • Must take at least Algebra I <b>or</b> • Must take a course normally taken after Algebra I
	Must include civics course
<b>Online Learning Requirement</b>	
A separate online course or learning experience OR integrated online experience throughout each MMC course MCL 380.1278a (1,b)	