

**Fowlerville Community Schools
Board of Education
Regular Meeting
Agenda**

Fowlerville High School, Media Center 7:00 p.m.

April 23, 2025

District Mission Statement-Fowlerville Community Schools are committed to providing a quality educational experience for all students in a safe, orderly, healthy, and nurturing environment.
The district's guiding principles are educational excellence, effective leadership, personal integrity, mutual respect and continuous improvement through staff, student, and community involvement.

- I. Call to Order
- II. Pledge of Allegiance
- III. Consent Agenda
 - A. Roll Call
 - B. Approval of Minutes from March 4, 2025 School Board Meeting
 - C. Approval of March Payables
 - D. Approval of Superintendent's Personnel Report
- IV. Reports/Recognition
 - A. Recognition of the FCS Robotics Team -- Mr. Cameron Cook and Mr. Tyler Daily
 - B. Board Committee Reports
 - 1. 3/10 Personnel Committee Report
 - 2. 3/14 Finance Committee Report
 - a. Recommendation to Issue a Community Survey
 - b. Recommendation to Arrange for a Facilities Audit
 - 3. 3/17 Policy Committee Report
 - a. Recommendation to Approve First Reading of Proposed Policies
 - 4. 3/28 Scholarship Committee
 - 5. 3/31 Curriculum & Technology Committee Report
 - a. Recommendation to Approve AP Macroeconomics
 - b. Recommendation to Approve Agricultural Biology
 - c. Recommendation to Approve Junior High School Plays
 - 6. 4/7 Personnel Committee Report
 - 7. 4/11 Finance Management Committee Report
 - a. Recommendation to Approve the Final 24/25 Budget Amendment #3
 - 8. 4/14 Asset Management Committee Report
 - a. Recommendation to Approve Asbestos Remediation Bid
 - 9. 4/21 Policy Committee Report
 - a. Recommendation to Approve First Reading of Proposed Policies
 - C. Student Representative's Report -- Miss Aurora Furlong
 - D. Assistant Superintendent's Report -- Mrs. Adva Ringle
 - E. Superintendent's Report -- Mr. Matt Stuard
- V. Call to the Public
- VI. New Business/Presentation
- VII. Old Business
 - a. Recommendation to Approve Second Reading of Proposed Policies
- VIII. Introduction of Other Matters by Members of the Board
- IX. Introduction of Other Matters by the Superintendent
- X. Closed Session for the Purpose of Negotiations
- XI. Information
 - A. 5/27 School Board Meeting, 7:00 p.m. in the FHS media center
- XII. Adjournment

CALL TO THE PUBLIC GUIDELINES:

- Any audience member may address the Board about topics on the agenda or not on the agenda.
- Each person shall be allowed to speak for a maximum of 3 minutes.
- Individuals addressing the Board should take into consideration the rules of common courtesy.
- Comments cannot be used to make personal attacks against Board members, District employees, or students.
- Call to the Public is not a question-and-answer period.
- Board members may ask questions of the speaker but are not obligated to answer questions or make statements or commitments in response to issues raised by the public.
- The Board President may refer questions/issues to the Superintendent for investigation, study, or recommendation. She/He may ask the Superintendent to address questions directly during the Superintendent's report.

IV. Reports/Recognition

A. Recognition of the FCS Robotics Team – Mr. Cameron Cook and Mr. Tyler Daily

B. Board Committee Reports

1. 3/10 Personnel Committee Report – Mrs. Charron

2. 3/14 Finance Committee Report – Mr. Belcher

- a. Recommendation to authorize the Superintendent to issue a community survey.

Recommendation: The Finance Committee recommends authorizing the Superintendent to issue a community survey regarding facility needs and funding options to plan for a possible future Bond or Sinking Fund.

- b. Recommendation to authorize the Superintendent to arrange for a facility audit.

Recommendation: The Finance Committee recommends authorizing the Superintendent to arrange for a facilities audit to assess the District's capital needs for a possible future Bond or Sinking Fund.

3. 3/17 Policy Committee Report – Mrs. Sova

- a. Recommendation to Approve a First Reading of the following Proposed Policies: Policy 8800-Religious/Patriotic Ceremonies and Observances; Policy 1240-Evaluation of the Superintendent; Policy 7230-Gifts, Grants, and Bequests; Gifts, Grants, and Bequests Donation Form; Policy 3120.08-Employment of Personnel for Co-Curricular/Extra-Curricular Activities; Policy 5330.02-Opioid Antagonists; Policy 5340-Student Accidents as presented. A second and final reading will be presented at the next Board meeting.

Recommendation: The Policy Committee recommends the following policies be approved for a First Reading: Policy 8800-Religious/Patriotic Ceremonies and Observances; Policy 1240-Evaluation of the Superintendent; Policy 7230-Gifts, Grants, and Bequests; Gifts, Grants, and Bequests Donation Form; Policy 3120.08-Employment of Personnel for Co-Curricular/Extra-Curricular Activities; Policy 5330.02-Opioid Antagonists; Policy 5340-Student Accidents as presented. A second and final reading will be presented at the next Board meeting. [Appendix A] Roll Call Vote Needed.

4. 3/28 Scholarship Committee Report – Mrs. Diana Dombrowski

5. 3/31 Curriculum & Technology Committee Report – Mrs. Dombrowski

- a. The Curriculum and Technology Committee is recommending approval of AP Macroeconomics.

Recommendation: Administration and the Curriculum and Technology Committee recommends approval of AP Macroeconomics. [Appendix B]

- b. The Curriculum and Technology Committee is recommending approval of Agricultural Biology.

Recommendation: Administration and the Curriculum and Technology Committee recommends approval of Agricultural Biology.

- c. The Curriculum and Technology Committee is recommending approval of two potential Junior High School plays: How to Get Away with a Murder Mystery, by Don Zolidis and Oz, by Don Zolidis. The scripts can be reviewed at *playscripts.com* by signing up for a free educator account. That allows us to read through scripts before committing to them. After approval Ms. Bobbiesue Adams will look for production dates.

Recommendation: Administration and the Curriculum and Technology Committee recommends approval of two potential Fowlerville Junior High School plays: How to Get Away with a Murder Mystery by Don Zolidis and Oz by Don Zolidis. Board members and Administrators can review scripts at *playscripts.com* by signing up for a free educator account, that allows scripts to be read through before committing to them. If approved, Ms. Bobbiesue Adams will schedule production dates. [Appendix C]

6. 4/7 Personnel Committee Report – Mrs. Charron

7. 4/11 Finance Committee Report – Mr. Belcher

- a. Recommendation to Approve the Final 24/25 Budget Amendment #3

Recommendation: Administration and the Finance Committee unanimously recommends approval the Final 24/25 Budget Amendment #3. [Appendix D]

8. 4/14 Asset Management Committee Report – Mrs. DeVries

- a. Recommendation to approve the Asbestos Remediation Bid from Global Green Service Group in the amount of \$143,200.

Recommendation: Administration and the Asset Management Committee unanimously recommend approving the Asbestos Remediation bid from Global Green Service Group in the amount of \$143,200. [Appendix E]

9. 4/21 Policy Committee Report – Mrs. Sova

- a. Recommendation to Approve a First Reading of the following: Policy 2340 – Field And Other District-Sponsored Trips, Policy 8321-Criminal Justice Information Security; Policy 2370.01-Online/Blended Learning Program; Policy 7440.03-Small Unmanned Aircraft Systems. A second and final reading will be presented at the next Board meeting.

Recommendation: The Policy Committee recommends the following policies be approved for a First Reading Policy 2340 – Field And Other District-Sponsored Trips, Policy 8321-Criminal Justice Information Security; Policy 2370.01-Online/Blended Learning Program; Policy 7440.03-Small Unmanned Aircraft Systems. A second and final reading will be presented at the next Board meeting. [Appendix F] Roll Call Vote Needed.

- C. Student Representative's Report – Miss Aurora Furlong
- D. Assistant Superintendent's Report – Mrs. Adva Ringle
- E. Superintendent's Report – Mr. Matt Stuard

V. Call to the Public

VI. New Business/Presentation

VII. Old Business

- a. Recommendation to Approve a Second and Final Reading of Proposed Policies: Policy 2410 – Prohibition of Referral or Assistance; Policy 2414 – Reproductive Health and Family Planning; Policy 2418 – Sex Education; Policy 3220 – Professional Staff Evaluation; Policy 6320 – Purchasing; Policy 6321 – New School Construction, Renovation; Policy 6325 – Procurement-Federal Grants-Funds; Policy 6350 – Prevailing Wage; Policy 6520 – Payroll Deductions.

Recommendation: The Policy Committee recommends the following policies be approved for a second and final reading: Policy 2410 – Prohibition of Referral or Assistance; Policy 2414 – Reproductive Health and Family Planning; Policy 2418 – Sex Education; Policy 3220 – Professional Staff Evaluation; Policy 6320 – Purchasing; Policy 6321 – New School Construction, Renovation; Policy 6325 – Procurement-Federal Grants-Funds; Policy 6350 – Prevailing Wage; Policy 6520 – Payroll Deductions. [Appendix G] Roll Call Vote Needed.

VIII. Introduction of Other Matters by the Board

IX. Introduction of Other Matters by the Superintendent

X. Closed Session for the Purpose of Negotiations

A. Recommendation to Reconvene Open Session

B. Recommendation to Approve Closed Session Minutes

C. Motion(s) from Closed Session – if any

XI. Information – See Agenda

XII. Adjournment

FOWLerville COMMUNITY SCHOOLS
Board of Education Minutes
Regular Meeting
March 4, 2025

The meeting was called to order by School Board President, Mrs. Amy Sova, at 7:01p.m. in the media center at Fowlerville High School.

The Pledge of Allegiance was recited.

Members Present: Mr. John Belcher, Mrs. Susan Charron, Mrs. Danielle DeVries, Mrs. Diana Dombrowski, Mr. Robert Hinton, Mrs. Lindsey Redinger and Mrs. Amy Sova

Members Absent: None

Motion by Mr. Belcher, supported by Mrs. DeVries to approve the consent agenda including Board minutes from February 4, 2025. The motion was adopted unanimously.

Recognition of Building Teacher of the Year & Support Staff Persons of the Year took place including honoring: Fowlerville Elementary School Building Teacher of the Year-Krystal Sweet, Kreeger Building Teacher of the Year-Shelby Wallace, JHS Building Teacher of the Year-Christina Freeman, FHS Building Teacher of the Year-Dawn Nabozny, Administrative Assistant-Kristine Esch, Ancillary Staff-Laura Young, Food & Nutrition Services-Stacy Salois, General Support Staff-Doug Bigos; Glad Early Childhood Center-Hunter Stobierski-Little; Custodial-John Brozek, Paraprofessionals-Amanda Evens, and Transportation-Susan Limonoff.

A short break took place.

Board Committee Reports

2/10 Personnel Committee Report – Mrs. Charron

2/24 Policy Committee Report – Mrs. Sova

Motion by Mr. Belcher, supported by Mrs. Dombrowski, recommending the following policies be approved for a second and final reading: Policy 8210 – School Calendar; Policy 8500 – Food Services; Policy 8510 – Wellness; Policy – 7540.02 Web Accessibility, Content, Apps, and Services; Policy 8300 – Continuity of Organizational Operations Plan; Policy 8305 – Information Security; Policy 8315 – Information Management; Policy 9700.01 – Advertising and Commercial Activities as presented in Appendix A

Ayes: Mr. Belcher, Mrs. Charron, Mrs. DeVries, Mrs. Dombrowski, Mr. Hinton, Mrs. Redinger and Mrs. Sova

Nays: None

The motion carried.

Motion by Mr. Belcher, supported by Mrs. Dombrowski, recommending the following policies be approved for a first reading: Policy 2410 – Prohibition of Referral or Assistance; Policy 2414 – Reproductive Health and Family Planning; Policy 2418 – Sex Education; Policy 3220 – Professional Staff Evaluation; Policy 6320 – Purchasing; Policy 6321 – New School Construction, Renovation; Policy 6325 – Procurement-Federal Grants-Funds; Policy 6350 – Prevailing Wage; Policy 6520 – Payroll Deductions. A second and final reading will be presented at the next Board meeting. [Appendix B]

Ayes: Mr. Belcher, Mrs. Charron, Mrs. DeVries, Mrs. Dombrowski, Mr. Hinton, Mrs. Redinger and Mrs. Sova

Nays: None

The motion carried.

2/25 Finance Committee Report – Mr. Belcher

3/3 Asset Management Committee Report – Mrs. DeVries

Motion by Mr. Belcher, supported by Mrs. Charron, recommending the approval of Auch Recommendation #4 for Smith playground equipment and alternates 1 and 2 from Great Lakes Recreation in the amount of \$81,663.00. [Appendix C]

Ayes: Mr. Belcher, Mrs. Charron, Mrs. DeVries, Mrs. Dombrowski, Mr. Hinton, Mrs. Redinger and Mrs. Sova

Nays: None

The motion carried.

Motion by Mr. Belcher, supported by Mrs. Dombrowski, recommending the approval of Lawn Mowing Bid in the amount of \$53,460.

Ayes: Mr. Belcher, Mrs. Charron, Mrs. DeVries, Mrs. Dombrowski, Mr. Hinton, Mrs. Redinger and Mrs. Sova

Nays: None

The motion carried.

Student Representative's Report – Miss Aurora Furlong reported on K-12 student activities.

Assistant Superintendent's Report – Mrs. Adva Ringle did not offer a report.

Superintendent's Report – Mr. Matt Stuard, gave an update on the bond project, a Smith surplus auction is ongoing, and March is Reading Month. He reminded audience members that the Alverson Center will have a fundraiser on Saturday, March 8th to raise funds for new auditorium curtains. Kindergarten enrollment is open and the Little Glad Center Preschool for 4-year-olds is enrolling for this Fall at no cost.

During the Call to the Public, audience members addressed the Board with their concerns.

New Business/Presentation

Old Business

Introduction of Other Matters by the Board Mr. Belcher spoke regarding accusations. Mr. Hinton asked about the process that will take place moving forward.

Introduction of Other Matters by the Superintendent – None

Information – See Agendas

Motion by Mrs. Charron, supported by Mr. Hinton recommending adjournment of the meeting at 8:56 p.m. The motion passed unanimously.

Susan Charron, Board Secretary
Fowlerville Community Schools

**FOWLERVILLE COMMUNITY SCHOOLS
CHECK REGISTER FOR THE MONTH OF MARCH 2025**

NOTE: Check numbers beginning with the letter "A" are ACH payments.
Check numbers beginning with the number "9" are EFT payments.

CHECK NUMBER	CHECK DATE	AMOUNT	VENDOR NAME
045274	3/6/2025	(30.00)	RECREATION REFUND
046732	3/6/2025	(50.00)	RECREATION REFUND
047023	3/3/2025	(729.56)	STATE OF MICHIGAN MI DEPT OF EDUCATION
047058	3/4/2025	2,901.00	CEI MICHIGAN LLC
047059	3/4/2025	311.44	REV ROBOTICS LLC
047060	3/4/2025	729.56	STATE OF MICHIGAN MI DEPT OF EDUCATION
047061	3/4/2025	500.00	TIMESAVER SERVICES CORP FOWLERVILLE SALVAGE AND RECYCLING
047062	3/4/2025	134.16	VERIZON WIRELESS
047063	3/4/2025	924.00	WEST MICHIGAN INTERNATIONAL
047064	3/4/2025	500.00	SCHOLARSHIP AWARD
047065	3/4/2025	500.00	SCHOLARSHIP AWARD
047066	3/4/2025	400.00	SCHOLARSHIP AWARD
047067	3/4/2025	400.00	SCHOLARSHIP AWARD
047068	3/6/2025	364.00	ALG PRECISION, LLC
047069	3/6/2025	200.00	DEXTER COMMUNITY SCHOOLS
047070	3/6/2025	183.12	KODET'S TRUE VALUE
047071	3/6/2025	1,024.12	LANSING SANITARY SUPPLY, INC.
047072	3/6/2025	205.53	LOWE'S
047073	3/6/2025	16,666.67	MSU HEALTH CARE
047074	3/6/2025	943.59	RANDY'S SERVICE STATION
047075	3/6/2025	1,122.00	RYDIN DECAL
047076	3/6/2025	750.00	SCHULTZ INC
047077	3/6/2025	4,943.00	SPORTS & APPAREL
047078	3/6/2025	657.49	VANDENBERG BULB CO., INC
047079	3/6/2025	360.44	WESTCOAST PRODUCTS & DESIGN, LLC
047080	3/11/2025	1,632.00	ACE TRANSPORTATION INC
047081	3/11/2025	54.00	ALG PRECISION, LLC
047082	3/11/2025	457.15	CLEAR RATE COMMUNICATIONS, INC
047083	3/11/2025	18,054.11	CONSUMERS ENERGY PAYMENT CENTER
047084	3/11/2025	852.00	CONTROLNET, LLC
047085	3/11/2025	1,586.04	CORRIGAN PROPANE
047086	3/11/2025	361.04	GRAINGER
047087	3/11/2025	2,014.00	GRANGER WASTE SERVICES, INC.
047088	3/11/2025	11,727.18	HPS
047089	3/11/2025	500.00	HUNTINGTON NATIONAL BANK ATTN: CORPORATE TRUST DEPT
047090	3/11/2025	135.00	IPS DRUG TESTING SERVICES, L.L.C
047091	3/11/2025	14,290.00	STUDENT FINANCE - LLC LANSING COMMUNITY COLLEGE
047092	3/11/2025	173.08	McMASTER-CARR
047093	3/11/2025	55.00	PACKERLAND RECORDS MANAGEMENT
047094	3/11/2025	1,724.93	PRAIRIE FARMS DAIRY
047095	3/11/2025	1,091.31	RANDY'S SERVICE STATION
047096	3/11/2025	1,343.75	RHONDA T BARBER
047097	3/11/2025	231.03	REV ROBOTICS LLC
047098	3/11/2025	693.50	THRUN LAW FIRM, P.C.
047099	3/11/2025	584.93	VERIZON WIRELESS
047100	3/11/2025	9,000.00	WAYNE COUNTY REGIONAL EDUCATIONAL SERVICE
047101	3/11/2025	30.00	RECREATION REFUND
047102	3/11/2025	50.00	RECREATION REFUND
047103	3/13/2025	7,929.00	EVERON LLC
047104	3/13/2025	190.77	BRD PRINTING INC
047105	3/13/2025	156.25	GRAMPY'S AUTO PARTS
047106	3/13/2025	214.02	LANSING SANITARY SUPPLY, INC.
047107	3/13/2025	2,020.20	LIVINGSTON COUNTY ROAD COMMISSION
047108	3/13/2025	168.51	MICHIGAN STATE DISBURSEMENT UNIT
047109	3/13/2025	1,193.06	QUADIENT, INC.
047110	3/13/2025	228.95	POP-ITY POPCORN CO, LLC

**FOWLerville COMMUNITY SCHOOLS
CHECK REGISTER FOR THE MONTH OF MARCH 2025**

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CHECK NUMBER	CHECK DATE	AMOUNT	VENDOR NAME
047111	3/13/2025	1,934.50	PRAIRIE FARMS DAIRY
047112	3/13/2025	1,116.12	RANDY'S SERVICE STATION
047113	3/13/2025	645.16	TIMOTHY E BAXTER & ASSOCIATES, P.C. TIMOTHY E BAXTER P28045
047114	3/13/2025	55.00	PETTY CASH JUNIOR HIGH
047115	3/19/2025	63.12	BASIC BENEFITS LLC
047116	3/19/2025	1,290.00	CONTROLNET, LLC
047117	3/19/2025	27.11	HUTSON, INC. OF MICHIGAN
047118	3/19/2025	21,389.23	DTE ENERGY
047119	3/19/2025	462.95	FIRST IMPRESSION PRINT & MARKETING
047120	3/19/2025	441.00	FOWLerville FEED & PET SUPPLIES
047121	3/19/2025	577.70	GRAINGER
047122	3/19/2025	110.00	H & H PUBLICATIONS
047123	3/19/2025	2,164.32	LANSING SANITARY SUPPLY, INC.
047124	3/19/2025	55.81	LAWSON PRODUCTS INC
047125	3/19/2025	302.50	LYDEN OIL COMPANY
047126	3/19/2025	1,845.00	MARCO TECHNOLOGIES, LLC
047127	3/19/2025	1,505.00	MICHIGAN SCHOOL BUSINESS OFFICIALS
047128	3/19/2025	1,907.00	MICHIGAN STATE UNIVERSITY FFA
047129	3/19/2025	209.10	QUALITY FIRST AID AND SAFETY
047130	3/19/2025	669.00	OVERHEAD DOOR WEST COMMERCIAL INC
047131	3/19/2025	1,103.90	RANDY'S SERVICE STATION
047132	3/19/2025	6,485.00	SET SEG ATTENTION: FINANCE DEPT
047133	3/19/2025	200.00	SPRAY EQUIPMENT & SERVICE CENTER
047134	3/19/2025	611.98	UNITY SCHOOL BUS PARTS
047135	3/19/2025	50.00	RECREATION REFUND
047136	3/24/2025	3,232.08	CAPITAL ONE WALMART COMMUNITY CARD
047137	3/26/2025	1,862.55	CORRIGAN PROPANE
047138	3/26/2025	105.00	EAST LANSING BASKETBALL CLUB
047139	3/26/2025	2,098.25	FIRST IMPRESSION PRINT & MARKETING
047140	3/26/2025	1,295.35	LANSING SANITARY SUPPLY, INC.
047141	3/26/2025	3,660.32	LIVINGSTON COUNTY TREASURER
047142	3/26/2025	661.29	MICHIGAN DEPARTMENT OF TREASURY - CO
047143	3/26/2025	168.51	MICHIGAN STATE DISBURSEMENT UNIT
047144	3/26/2025	49.00	QUENCH USA, INC
047145	3/26/2025	1,913.49	PRAIRIE FARMS DAIRY
047146	3/26/2025	645.16	TIMOTHY E BAXTER & ASSOCIATES, P.C. TIMOTHY E BAXTER P28045
047147	3/26/2025	3,954.25	WASHTENAW COMMUNITY COLLEGE C/O WCC CASHIER'S OFFICE
047148	3/26/2025	2,567.00	MOORE TROSPER CONSTRUCTION COMPANY
047149	3/26/2025	12,273.00	THERMALNETICS, INC
900978	3/3/2025	7,794.03	GORDON FOODS
900979	3/4/2025	1,200.00	EDUSTAFF LLC
900980	3/6/2025	11,128.12	GORDON FOODS
900981	3/7/2025	86,225.47	EDUSTAFF LLC
900982	3/7/2025	1,364.36	BASIC PR SWEEPS
900983	3/11/2025	37.60	GORDON FOODS
900984	3/12/2025	9,608.04	GORDON FOODS
900985	3/13/2025	10,413.69	GORDON FOODS
900986	3/14/2025	8,443.80	HEALTH EQUITY INC.
900987	3/14/2025	14,295.89	US OMNI & TSACG COMPLIANCE SERVICES
900988	3/17/2025	521.54	GORDON FOODS
900989	3/17/2025	9,324.70	GORDON FOODS
900990	3/20/2025	11,953.12	GORDON FOODS
900991	3/21/2025	125,192.89	EDUSTAFF LLC
900992	3/21/2025	350.88	BASIC PR SWEEPS
900993	3/24/2025	8,217.28	GORDON FOODS
900994	3/25/2025	5,336.13	GORDON FOODS

**FOWLerville COMMUNITY SCHOOLS
CHECK REGISTER FOR THE MONTH OF MARCH 2025**

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900995	3/25/2025	514.18	EDUSTAFF LLC
900996	3/28/2025	281.87	BASIC PR SWEEPS
900997	3/28/2025	8,498.80	HEALTHEQUITY INC.
900998	3/28/2025	14,965.89	US OMNI & TSACG COMPLIANCE SERVICES
A00941	3/4/2025	2,300.00	CURRICULUM ASSOCIATES, LLC
A00942	3/4/2025	22,638.00	SEG WORKERS' COMPENSATION FUND
A00943	3/6/2025	9,853.00	CSM MECHANICAL LLC
A00944	3/6/2025	633.26	ROAD EQUIPMENT PARTS CENTER
A00945	3/11/2025	8,607.77	AMAZON CAPITAL SERVICES, INC.
A00946	3/11/2025	373.68	ENGINEERED PROTECTION SYSTEMS, INC. EPS SECURITY
A00947	3/11/2025	27,947.17	CONSTELLATION NEWENERGY GAS DIVISION, LLC
A00948	3/11/2025	620.20	MAURER'S TEXTILE RENTAL SERVICES, INC
A00949	3/11/2025	138.07	VILLAGE OF FOWLerville
A00950	3/13/2025	276,699.38	BRIGHTON AREA SCHOOLS
A00951	3/19/2025	6,827.00	BULL'S EYE BRANDS, INC. SMART MOUTH FOODS
A00952	3/19/2025	14,320.82	DIRECT ENERGY BUSINESS
A00953	3/19/2025	808.56	VILLAGE OF FOWLerville
A00954	3/26/2025	1,683.79	CSM MECHANICAL LLC
A00955	3/26/2025	1,395.00	H.V. BURTON COMPANY
A00956	3/26/2025	6,953.22	AMAZON CAPITAL SERVICES, INC.
A00957	3/26/2025	545,854.02	AUCH, GEORGE W. AUCH COMPANY AUCH CONSTRUCTION
A00958	3/26/2025	46,335.18	INTEGRATED DESIGN SOLUTIONS, LLC ACCOUNTS RECEIVABLE
P6531	3/5/2025	4,925.26	PCARD - JP MORGAN CHASE BANK
P6584	3/31/2025	9,612.92	PCARD - JP MORGAN CHASE BANK
		1,516,551.70	TOTAL

Fowlerville Board of Education
Superintendent's Personnel Report
Regular Meeting – March 10 , 2025

FOR ACTION Subject: **PERSONNEL RECOMMENDATIONS**

It is recommended that the following personnel recommendations be approved:

A. EMPLOYMENT:

Sarah Smith	Special Ed Para H.S./Rehire	02/20/2025	Complete
Paula Martin-Good	Sub-Bus Driver/Rehire	02/21/2025	Onboarding

Name: Position: Date: Current Process:

B. ADDITIONAL ASSIGNMENTS/TRANSFERS/PROMOTIONS/INACTIVATE:

Name: Position: Date: Current Process:

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C. RESIGNATIONS/RETIREMENTS/TERMINATIONS:

Name: Position: Length of Service: Effective Date:

Benjamin Skinner	Bus Driver	7 months	03/10/2025
Kaya Srock	Special Ed Para JH	3 months	03/04/2025

D. LEAVE OF ABSENCE

Name: Position: Leave Type: Effective Date:

E. EMPLOYMENT – PROFESSIONAL STAFF

Name: Position: Date: Current Process:

Fowlerville Board of Education
Superintendent's Personnel Report
Regular Meeting – April 7, 2025

FOR ACTION Subject: **PERSONNEL RECOMMENDATIONS**

It is recommended that the following personnel recommendations be approved:

A. EMPLOYMENT:

Nicola Bassett	Bus Driver	04/01/2025	Complete
Sarah Verdulla	Custodian	03/28/2025	Complete
Lisa Stebbins	Custodian	04/03/2025	Complete

Name: **Position:** **Date:** **Current Process:**

B. ADDITIONAL ASSIGNMENTS/TRANSFERS/PROMOTIONS/INACTIVATE:

Name: **Position:** **Date:** **Current Process:**

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C. RESIGNATIONS/RETIREMENTS/TERMINATIONS:

Name: **Position:** **Length of Service:** **Effective Date:**

Kristin Wanke	Varsity Competitive/Sideline Cheer Coach	2011-2025 2022-2025	04/02/2025
Kenneth Damerow	HS Teacher	21 years	6/30/2025
Amy Lemke	4th grade Teacher	14 years	6/6/2025
Barb Piper	Art Teacher-Kreeger	19 years	6/30/2025
Carrle Deluca	6th grade Teacher	21 years	6/30/2025
Barb Sinke	6th grade Teacher	19 years	8/15/2025
Shawn Messner	6th grade Teacher	20 years	8/15/2025

D. LEAVE OF ABSENCE

Name: **Position:** **Leave Type:** **Effective Date:**

Monica Burke			
--------------	--	--	--

E. EMPLOYMENT – PROFESSIONAL STAFF

Name: **Position:** **Date:** **Current Process:**

Alexandra Glenn	FES Resource Room Teacher	04/17/2025	Complete
Misti Leitelt	JH Resource Room Teacher	08/2025	Complete

Personnel Committee Agenda Fowlerville Community Schools March 10th, 2025

FHS Computer Lab A, 4:00 p.m.

The meeting was called to order at 4:01 pm by Mrs. Susan Charron in the FHS Computer Lab A.

Members Present: Mrs. Susan Charron, Mrs. Bob Hinton
Staff Present: Mr. Matthew Stuard, Mrs. Trisha Reed, Mrs. Kristin Rosalez
Others Present: None

Motion by Mr. Hinton, supported by Mrs. Charron to approve minutes from the February 10, 2025 meeting. The motion passed unanimously.

Call to the Public – None

Staffing Update: -

- Superintendent's Personnel Report – Mrs. Reed reviewed the Superintendent report.
- Review of Open Positions – Mrs. Reed reviewed the district open positions.

Earned Sick Time Act (ESTA) Update- Mrs. Rosalez conducted a review of the newly enacted Employee Sick Time Act (ESTA), which took effect on February 21, 2025. She provided an overview of its implications for hourly employees and clarified the eligibility requirements. It was determined that this new mandate would impact approximately eight hourly employees within the district, as all other employees are already receiving the required amount of sick time, with most exceeding the minimum requirement. For the affected employees, adjustments will be made to their accrual banks to ensure they receive the mandated sick time based on their hours worked.

Background checks for volunteers and parent helpers-Mrs. Rosalez and Mrs. Reed reviewed the district's current background check policy and shared with the committee the communication sent to administrators and building administrative assistants. Mrs. Reed explained that while the district has historically conducted annual background checks for individuals involved in field trips, classroom volunteering, volunteer coaching, and athletics, an adjustment will be made for recreation coaches and non-teacher athletic coaches. Given that these roles often operate independently of district employees, background checks for these individuals will now be required each season rather than annually. This updated process has already been implemented at the recreation level with minimal resistance to completing the online form multiple times within a school year. This measure serves as an additional safeguard to ensure the safety of student-athletes.

Operations updates- Mrs. Reed provided the committee with an update on recent changes within the Operations Department. These updates included Kim Hiveley assuming maintenance responsibilities, receiving the title of Operations Director, and an associated salary adjustment. Additionally, the Assistant Transportation Director transitioned into a Transportation Supervisor role, which includes an increase in workdays and a salary adjustment.

The committee also discussed the need for a part-time dispatcher in the Transportation Department to cover hours when buses are in operation, and the Transportation Supervisor is off-duty. Furthermore, the possibility of hiring a Grounds Apprentice for the Maintenance Department was considered.

Both the Dispatcher and Grounds Apprentice positions will be posted. All proposed changes were unanimously supported by the committee.

Finance Director Updates- Mr. Stuard and Mrs. Reed provided the committee with an update on the ongoing search for a Finance Director. Mrs. Reed reported that the recent reposting of the position attracted five candidates, three of whom had previously applied.

Mr. Stuard discussed the potential benefits of engaging a hiring firm and presented the committee with pricing for their services. Mr. Stuard recommended reposting the position through March 30, 2025.

Board Policy 9130 - Public Complaints - Mr. Stuard presented Board Policy 9130 – Public Complaint for the committee's review.

Other – Mrs. Reed provided the committee with an update on support staff negotiations. She reported that negotiations have commenced with the Food and Nutrition group as well as the Transportation department, and that the initial meetings for both groups were productive. Additionally, Mrs. Reed informed the committee that negotiations with the Administrative Assistants and Paraprofessional group are scheduled to begin after spring break.

Motion by Mrs. Charron, supported by Mr. Hinton to adjourn the meeting at 5:32 p.m. The motion carried.

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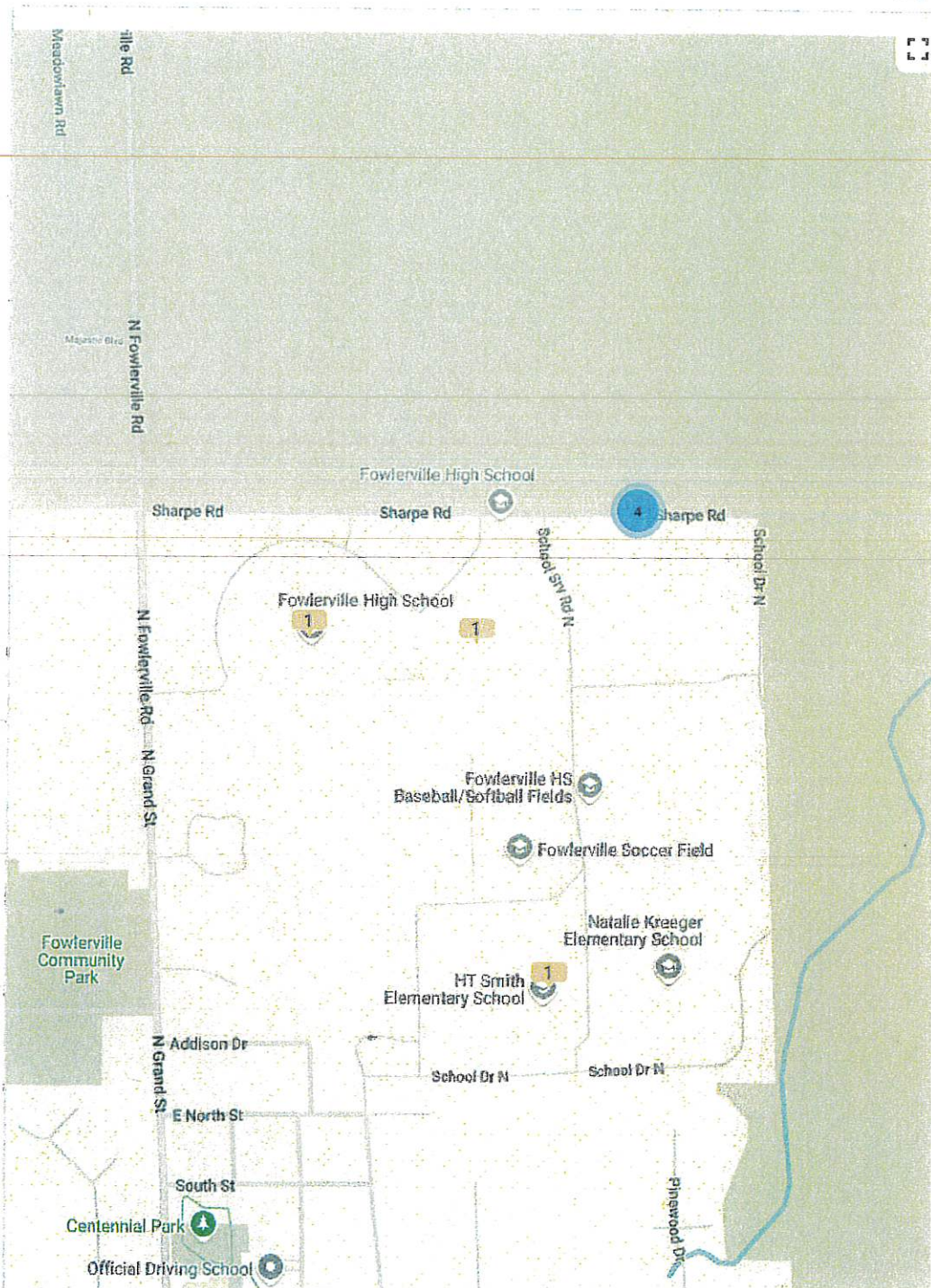
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7 results

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Bus Driver - Secondary/Elementary #35Transportation Department
Fowlerville, Michigan

Today

Special Education Paraprofessional - Junior HighFowlerville Junior High School
FOWLERVILLE, Michigan
Mar 5, 2025**Elementary Special Education Resource Teacher**H. T. Smith Elementary
Fowlerville, Michigan
Mar 3, 2025**Custodian-2nd Shift**Maintenance and Custodial
Fowlerville, Michigan
Mar 3, 2025**Special Education Resource Teacher - Secondary**Fowlerville Community Schools
Fowlerville, Michigan
Mar 3, 2025**Substitute Bus Driver**Transportation Department
Fowlerville, Michigan
Oct 18, 2024**Full Time - Stand By - Bus Driver**Fowlerville Community Schools
Fowlerville, Michigan
Sep 5, 2024

Finance Committee Agenda Fowlerville Community Schools March 14, 2025

CO Conference Room

The meeting was called to order at 7:06 p.m. by Mr. John Belcher.

Members Present: Mrs. Amy Sova, Mrs. Diana Dombrowski, Mr. John Belcher

Staff Present: Mr. Matthew Stuard, Ms. Lauri Coe, Mr. Nick Zajas

Others Present: None

Motion by Ms. Sova, supported by Ms. Dombrowski to approve minutes from the February 25, 2025, meeting. Motion carried.

Call to the Public – none

Little Glad Tuition/Fees - Ms. Coe presented the tuition fee schedule for Little Glad Center. Committee members confirmed that the 4% increase in tuition fees had been previously reviewed and approved. No Board action is required.

School Photography Vendor - Mr. Stuard presented a draft RFP for school photography services. After discussion, the Committee recommended issuing two separate RFPs: one for elementary schools and another for secondary schools, as student and parent preferences differ between the two levels. The Committee also preferred a multi-year contract.

Bonding Scenarios - Ms. Coe presented draft scenarios for both bond and sinking funds for review. The Committee determined that a facilities audit and community survey are necessary for planning purposes. A recommendation will be made to the full Board to authorize Mr. Stuard to:

1. Issue a community survey regarding facilities needs and funding options.
2. Arrange for a facilities audit to assess the District's capital needs.

Boosters - Mr. Zajas shared information received from the Band Boosters. The procedures are in good order.

Facilities Use Fees - Current classifications and fees were reviewed. The Committee requested that revisions to keep prices the same but refine and simplify classification descriptions be brought back for further discussion.

FOIA Update – Ms. Coe spent 10 minutes on FOIA requests since the last meeting.

PERA Update - None

Other – None

Motion by Ms. Sova, supported by Ms. Dombrowski recommending adjournment of the meeting at 7:59 am. Motion carried.

Policy Committee Minutes

Fowlerville Community Schools

March 17, 2025

FHS Computer Lab A, 6:00 p.m.

The meeting was called to order at 6:04 PM by Mrs. Sova in the FHS Computer Lab A.

Members Present: Mrs. Amy Sova, Mr. John Belcher and Mrs. Sue Charron
Staff Present: Mr. Matt Stuard
Others Present: None

Motion by Mr. Belcher supported by Mrs. Charron recommending approval of the minutes from the February 24, 2025 meeting. The motion passed unanimously.

- Call to the Public – None
- The committee reviewed the following policies and unanimously supported moving them to the full Board for first reading:
 - Policy 8800 – Religious/Patriotic Ceremonies and Observances
 - Policy – 1240 – Evaluation of the Superintendent
 - Policy 5340 – Student Accidents
 - Policy 3120.08 – Employment of Personnel for Co-Curricular/Extra-Curricular Activities
- The committee requested minor changes to the following policies after discussion. The committee unanimously supported moving them to the full Board for first reading once the changes are made:
 - Policy 5330.02 – Opioid Antagonists
 - Policy 7230 Gifts, Grants, and Bequests
 - Gifts, Grants, and Bequests Donation Form – The committee reviewed the proposed form and requested minor changes.
- Other – No

Motion by Mr. Belcher supported by Mrs. Charron recommending the adjournment of the meeting at 6:24 p.m. The motion passed unanimously.

Appendix A

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES
Code	po8800
Status	
Adopted	June 13, 2017

8800 - RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

RELIGIOUS CEREMONIES AND OBSERVANCES

The Board of Education acknowledges that the U.S. Constitution prohibits it from adopting any policy or rule promoting or establishing a religion or any policy that unlawfully restricts any person's free exercise of the individual right to free exercise of religion enjoyed by all persons. Within the confines of this legal framework, the Board adopts the following policy to address the scope of these rights and the District's authority within its own facilities or during events.

Decisions of the United States Supreme Court have made it clear that it is not the province of a public school to advance or inhibit religious beliefs or practices. Under the First and Fourteenth Amendments to the Constitution, this remains the inviolate province of the individual and the church of his/her choice. The rights of any minority, no matter how small, must be protected. No matter how well intended, either official or unofficial sponsorship of religiously oriented activities by the school are offensive to some and tend to supplant activities which should be the exclusive province of individual religious groups, churches, private organizations, or the family.

As public employees, while on duty and acting within the scope of employment or pursuant to official duties, District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration. Staff are expected to avoid circumstances where the staff member's expression of religious views could be reasonably construed as an endorsement or approval of the message by the school or District. Nothing in this policy or its application shall serve to prohibit or interfere with any staff member's free exercise of their religious views in circumstances not covered by this policy. The District shall not function as a disseminating agent for any person or outside agency for any religious or anti religious document, book, or article. Distribution of such materials on District property by any party shall be in accordance with Policy 7510 Use of School Facilities and AG 7510A Use of District Facilities and Policy 9700 Relations with Special Interest Groups.

Nothing in this policy prohibits teaching about various religions and religious practices in a manner consistent with any adopted District course curriculum. This instruction may include discussion of religious holidays and customs in a manner related to the curriculum that does not give the appearance of an endorsement of one religion over other religions or favoring either a system or religious beliefs or of other beliefs, such as atheism or agnosticism. Observance of religious holidays through devotional exercises or acts of worship is also prohibited.

Distribution of any outside organization's materials, including a request by any person wishing to facilitate dissemination of materials on District property, may make a request in accordance with Policy 7510 and AG 7510A - Use of District Facilities and Policy 9700 - Relations with Non-School Affiliated Groups and AG 9700A - Distribution of Materials to Students.

Students are not prohibited by thisThe Board acknowledges that it is prohibited from adopting any policy or any guideline promulgated pursuant to this policy, from engaging in rule respecting or promoting an establishment of religion or prohibiting any person from the free, individual, and voluntary exercise or expression of the individual's/person's religious beliefs. However, such exercise or expression may be limited to lunch periods or other non-instructional time periods when individuals are free to associate, or on an individual basis in a manner that does not disrupt the educational process.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgement of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure

that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

~~The Board shall not conduct or sanction a baccalaureate service in conjunction with graduation ceremonies.~~

~~The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.~~

~~PATRIOTIC ACTIVITIES AND OBSERVANCES: The United States Flag and Pledge of Allegiance~~

The flag of the United States shall be raised above each public school building operated by the District at all times during school hours, weather permitting. This flag shall measure at least ~~four (4)~~ 4 feet ~~two (2)~~ 2 inches by ~~eight (8)~~ 8 feet. A United States flag shall also be displayed in every classroom or other instructional site in which students recite the Pledge of Allegiance.

All students in attendance at school will be provided an opportunity to recite the Pledge each day that school is in session. However, no student shall be compelled to recite the Pledge of Allegiance. No student shall be penalized for failure to participate in the Pledge and the professional staff shall protect any such students from bullying as a result of their not participating in the Pledge.

The building principal or administrator shall be responsible for determining the appropriate time and manner for reciting the Pledge, with due regard to the need to protect the rights and the privacy of a nonparticipating student.

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Legal

M.C.L. 380.1347, 380.1347a, 380.1565

20 U.S.C. 4071 et seq.

Gregoire vs. Centennial School District 907 F2d 1366, (3rd Circuit, 1990)

Lee vs. Weisman, 112 S. Ct 2649, 120 L. Ed. 2d 467 (1992)

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of EVALUATION OF THE SUPERINTENDENT
Code	po1240
Status	
Adopted	December 15, 2015

1240 - EVALUATION OF THE SUPERINTENDENT

The Board of Education believes it is essential that it evaluate the Superintendent's performance periodically in order to assist both the Board and the Superintendent in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership. To carry out this responsibility, the Board will evaluate the Superintendent utilizing a rigorous, transparent, and fair performance evaluation system that does all of the following:

- A. Evaluates the Superintendent's job performance at least annually in a year-end evaluation, while providing timely and constructive feedback.

A Superintendent rated ~~highly effective~~ effective after July 1, 2024, on three (3) consecutive year-end evaluations may be evaluated every other year, at the District's discretion.

- B. Establishes clear approaches to measuring student growth and provides the Superintendent with relevant data on student growth.

- C. Evaluates the Superintendent's job performance ~~as highly effective, effective, minimally effective or ineffective, and after July 1, 2024 as effective, developing, or needing support, using multiple rating categories that take into account student growth and assessment data. For the 2015-2016, 2016-2017 and 2017-2018 school years twenty five percent (25%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2018-2019 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning with the 2024-2025 school year, twenty percent (20%) of the year-end evaluation shall be based on student growth or student learning objectives.~~

For the Superintendent, the pertinent data is that of the entire School District.

- D. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. The effectiveness of the Superintendent, so that ~~s/he the Superintendent~~ is given ample opportunities for improvement.
2. Retention and development of the Superintendent, including providing relevant coaching, instruction support, or professional development.
3. Removing an ineffective Superintendent after ~~s/he the Superintendent~~ has had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

- E. The portion of the annual year-end evaluation that is not based on student growth and assessment data shall be based on at least the following for the entire District:

1. The Superintendent's training and proficiency in conducting teacher performance evaluations if ~~s/he the Superintendent~~ does so or ~~his/her the~~ designee's proficiency and training if the Superintendent designates such duties.
2. The progress made by the school or District in meeting the goals established in the school/District Improvement plan.

3. Student attendance.

4. Student, parent and teacher feedback and other information considered pertinent by the Board.

5. ~~Beginning July 1, 2024, the portion of the evaluation that is not based on student growth or student learning objectives must be based on objective criteria~~

F. For the purposes of conducting annual year-end evaluations under the performance evaluation system, ~~by the beginning of the 2016—2017 school year~~, the District shall adopt and implement one (1) or more of the evaluation tools for teachers, or administrators, if available, that are included on the list established and maintained by the Michigan Department of Education ("MDE"). However, if the District has one (1) or more local evaluation tools for administrators or modifications of an evaluation tool on the list, and the District complies with G., below, the District may conduct annual year-end evaluations for administrators using one (1) or more local evaluation tools or modifications.

G. ~~Beginning with the 2016—2017 school year~~, the District shall post on its public website all of the following information about the measures it uses for its performance evaluation system for school administrators:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

H. ~~The District shall~~ ~~Beginning with the 2016—2017 school year~~:

1. ~~The District shall~~ provide training to the Superintendent on the measures used by the District in its performance evaluation system and on how each of the measures is used. This training may be provided by a district or by a consortium consisting of two (2) or more districts, the intermediate school district or a public school academy.
2. ~~The District shall~~ ensure that training is provided to all evaluators and observers. The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

The Board's evaluation shall also include an assessment of the:

- A. progress toward the educational goals of the District;
- B. working relationship between the Board and the Superintendent.

Such assessments will be based on defined quality expectations developed by the Board for each criteria being assessed.

~~The evaluation system must include a mid-year progress report for the Superintendent in each year that they are evaluated. This mid-year progress report shall comply with M.C.L. 380.1249b and may not replace the annual evaluation.~~

The evaluation system shall ensure that if the Superintendent is rated as ~~minimally effective or ineffective prior to July 1, 2024 or needing support or developing after July 1, 2024~~, the person(s) conducting the evaluation shall develop and require the Superintendent to implement an improvement plan to correct the deficiencies. The improvement plan shall recommend professional development opportunities and other measures designed to improve the rating of the Superintendent on ~~his/her the Superintendent's~~ next annual year-end evaluation. A Superintendent rated as ~~ineffective prior to July 1, 2024 and/or needing support after July 1, 2024~~ "ineffective" on three (3) consecutive year-end evaluations must be dismissed from employment with the District.

The evaluation program shall aim at the early identification of specific areas in which the Superintendent needs help so that appropriate assistance may be provided or arranged for. The Board shall not release the Superintendent from the responsibility to improve. If the Superintendent, after receiving a reasonable degree of assistance, fails to perform ~~his/her~~ assigned responsibilities in a satisfactory manner, dismissal, or non-renewal procedures may be invoked. In such an instance, all relevant evaluation documents may be used in the proceedings.

Evaluations shall be conducted of each administrator as stipulated in the revised School Code, the employment contract, the Superintendent's administrative guidelines and as directed by the Michigan Department of Education. An administrator shall be given a copy of any documents relating to ~~his/her the administrator's~~ performance which are to be placed in the personnel file.

~~All contracts governing the employment of the Superintendent entered into, extended, renewed, or modified on or after July 1, 2024 must include an appeal process concerning the evaluation process and rating received.~~

~~All contracts governing the employment of the Superintendent entered into, extended, renewed, or modified must include an appeal process concerning the evaluation process and rating received.~~

This policy shall not deprive an administrator of any rights provided by State law or any contractual rights consistent with State law.

As an outcome of the evaluation of the Superintendent's performance, the Board should be prepared to judge the advisability of retention of the Superintendent and be prepared better to:

- A. determine the Superintendent's salary;
- B. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;
- C. establish specific objectives, the achievement of which will advance the District toward its goals.

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Book	Policy Manual
Section	7000 Property
Title	Copy of GIFTS, GRANTS, AND BEQUESTS
Code	po7230
Status	
Adopted	May 16, 2017

7230 - GIFTS, GRANTS, AND BEQUESTS

The Board of Education is duly appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

A. ~~All gifts, grants, or bequests having a value of more than \$2,500 shall may be accepted by the Board. The Superintendent may accept for the Board gifts of lesser value.~~

B. ~~All accepted gifts, grants, or bequests shall may be acknowledged by the Board.~~

~~All gifts, grants, or bequests shall be accepted by the Superintendent and acknowledged by the Board.~~

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the District as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board.

Any equipment purchased by a parent organization for use in the school or at a District-related event shall be submitted to the Board, prior to purchase, so it can determine if the District would incur any liability by its use.

The Board reserves the right to not accept such liability and thus deny the use of the equipment by students or District employees.

Book	Policy Manual
Section	for the Board 39-1
Title	Copy of EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES
Code	po3120.08
Status	
Adopted	January 19, 2016

3120.08 - EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES

The Board of Education may find it necessary to employ, on a part-time basis, coaches or activity sponsors who are not members of the professional staff. Such part-time employees may be members of the District's support staff or may be individuals from the community or nearby areas.

The Board authorizes the Superintendent to act for the Board in employing such part-time staff.

The Superintendent shall establish administrative guidelines to ensure that each person employed as a coach or activity sponsor has the appropriate qualifications, has been properly interviewed, and signs an employment contract which includes the conditions of employment, compensation arrangements, and contract termination procedures.

Appropriate qualifications shall, at a minimum, include any requirements established by the State, and may also include any program specific training or certification as determined by the Superintendent. Starting with the 2025-2026 school year, an individual hired to serve at the high school as an athletic coach shall have a valid certification in cardiopulmonary resuscitation and use of an automated external defibrillator issued by the American Red Cross, American Heart Association, or a comparable organization or institution approved by the Michigan Department of Education, such as cardio-pulmonary resuscitation and/or first aid.

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Book Policy Manual
 Section for the Board 39-1
 Title Vol. 39, No. 1 - September 2024 Revised OPIOID ANTAGONISTS
 Code po5330.02
 Status

Revised Policy - Vol. 39, No. 1

5330.02 - OPIOID ANTAGONISTS

The Board has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained personnel. Therefore, the Board adopts this policy to govern the handling and administration of opioid antagonists consistent with the following processes, procedures, and limitations.

~~The District shall purchase opioid antagonists and distribute the opioid antagonists to the an employee or agent of the District.~~ ~~District Nurse~~ who has been trained in the administration of that opioid antagonist. An opioid antagonist is naloxone hydrochloride, Narcan, or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

~~A District employee or agent.~~ ~~The District Nurse~~ may possess an opioid antagonist distributed to that employee or agent and may administer that opioid antagonist to an individual only if both of the following apply:

- A. ~~The employee or agent has.~~ ~~Nurse~~ has been trained in the proper administration of that opioid antagonist.
- B. ~~The Nurse employee or agent~~ has reason to believe that the individual is experiencing an opioid-related overdose.

[OPTIONAL LANGUAGE]

Each school in the District shall have at least () two (2) () ~~END OF OPTION~~ employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by () a licensed registered professional nurse () ~~END OF OPTION~~. Only an appropriately trained school employee or agent may possess and administer an opioid antagonist.

Each school in the District shall possess at least one (1) package of an opioid antagonist on site. The opioid antagonist may be administered by a trained school employee or agent to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

[END OF OPTIONAL LANGUAGE]

An opioid-related overdose is a condition, including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death, that results from the consumption or use of an opioid or another substance with which an opioid was combined or that a reasonable person would believe to be an opioid-related overdose that requires medical assistance.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

[SELECT ANY OR NONE OF THE FOLLOWING OPTIONS]

- [] Any person who administers an opioid antagonist to a student shall promptly notify the () student's parent/guardian. (X) ~~The Principal~~ who shall be responsible for promptly notifying the student's parent/guardian that an injection has been administered.
- [] The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

☒ It shall be the responsibility of the District Nurse **[insert person or position]** to be sure that the supply of opioid antagonists is maintained at the appropriate level and ~~that~~ they have not expired. The Assistant Superintendent shall also be responsible for coordinating the training of ~~the District Nurse~~ District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

☐ The District's training regarding, administration of, and the maintenance and storage of opioid antagonists shall be consistent with ~~Policy PE 5330, Administrative Guideline 5330, AG 5330~~ and the Michigan Department of Education's medication administration guidelines, as amended.

[END OF OPTIONS]

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Legal

Administration of Opioid Antagonists Act

Book	Policy Manual
Section	for the Board 39-1
Title	Copy of STUDENT ACCIDENTS
Code	po5340
Status	
Adopted	July 11, 2017

5340 - STUDENT ACCIDENTS

The Board of Education believes that school personnel have certain responsibilities in case of accidents which occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident.

~~Beginning with the 2025-2026 school year, the Board shall develop a cardiac response plan. This plan will include utilizing employees to respond to sudden cardiac arrests or other life-threatening emergencies that may occur on school campuses during school hours or at school-sponsored events including, but not limited to, school-sponsored athletic events.~~

~~The Superintendent may provide for an in-service program on first aid and CPR procedures.~~

The administrator in charge must submit an accident report to the Superintendent on all accidents.

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**Scholarship Committee Minutes
Fowlerville Community Schools
March 28, 2025**

C.O. Conference Room
4:00 p.m.

The meeting was called to order at 4:00 p.m. by Mrs. Diana Dombrowski in the C.O. conference room.

Members Present: Mrs. Diana Dombrowski and Mrs. Sue Charron
Staff Present: None
Others Present: None

Motion by Mrs. Charron, supported by Mrs. Dombrowski, to approve minutes from the March 24, 2024 committee meeting. The motion passed unanimously.

Call to the Public.

Amount and Number of Scholarship(s) – The balance in the Board of Education Scholarship account is \$1,071.96. The Committee decided to award the Scholarship to:

Recipient:	[REDACTED]	Amount \$	[REDACTED].
Recipient:	[REDACTED]	Amount \$	[REDACTED].

The names have been forwarded to the FHS counseling office but have been redacted to maintain surprise until Scholarship Night.

The scholarship is to be given with the understanding that the funds will be disbursed within one calendar year.

Mrs. Diana Dombrowski will be presenting on Senior Honors Night, Wednesday, May 7th in the Alverson Center, the ceremony will begin at 7:00 p.m.

Motion by Mrs. Charron, supported by Mrs. Dombrowski to adjourn the meeting at 4:43 p.m. The motion passed unanimously.

Curriculum & Technology Committee Minutes

Fowlerville Community Schools

March 31, 2025

High School Computer Lab A, at 4:00 p.m.

The meeting was called to order at 4:00 p.m. by Mr. Hinton in Computer Lab A at Fowlerville High School.

Members Present: Mr. Bob Hinton, Mrs. Sue Charron & Mrs. Diana Dombrowski

Staff Present: Ms. Alyce Simonson, Mrs. Adva Ringle, Mr. Andrew Comb, Mr. James Stauble, Ms. Kim Raginia

Motion by Mrs. Dombrowski, supported by Mrs. Charron, recommending approval of the minutes from the February 3, 2025 meeting. The motion was approved.

Call to the Public -

None

Technology Department Updates -

New Chromebooks have been successfully deployed to 1st and 2nd grade classrooms, completing the Chromebook rollout at Fowlerville Elementary School (FES) and across all elementary buildings. Ms. Simonson also shared updates on the improved badge access system—now a more streamlined process managed through HR. Time zones, schedules, and account creation are better organized, and vendors or contractors are issued limited access badges through the Technology Department as needed.

Approval of New High School Courses for 2025-2026 -

The Committee approved forwarding the request to run new courses at the High School to the full Board for approval. AP Macroeconomics will replace an existing section of Economics. Additionally, a new course Agriculture Bio (10th grade) will replace one section of Biology that will be taught by an existing Biology teacher. This will ensure continuity within the existing Agri Science program. The prerequisite to take Chemistry before AP Physics was removed.

35j Book Purchase for Approval -

Mrs. Ringle informed the Committee that under the 35j grant, the Office of Academics allocated up to \$30,000 for the purchase of new library books for the FES and Kreeger Elementary School (KES) media centers. She provided an overview of the materials submitted for Committee approval, which included: criteria for book selection aligned with the new Magnetic Literacy program, a quote and list of proposed media center book titles for KES, and a quote and list of titles for FES.

Ready Math Pilot Updates -

Mrs. Ringle shared that additional professional development was provided to pilot teachers on

March 11th. The Academics team is currently awaiting the Spring iReady benchmark results to assess the academic achievement of students participating in the pilot before collecting teacher feedback.

Fowlerville Community Schools 3 -Year Plan Discussion -

Mrs. Ringle, Ms. Raginia, and Mr. Comb provided an overview of the district's draft academic three-year plan, which includes the Pillars of Practice. These pillars are grounded in research-based best practices aimed at increasing student achievement. The three-year plan outlines a clear vision for improving outcomes by supporting teachers and administrators through a focused approach on curriculum, instruction, professional development, and MTSS. The plan and pillars are currently being discussed and shared with administrators during Academic Team meetings. At a later date the draft plan will be presented to the full Board for additional feedback and review.

Other -

Mrs. Ringle shared an update on the professional development she has completed in March, including attending the SuperCourageous Conference, the Aspiring Superintendent Bootcamp, and Capturing Kids' Hearts. She also previewed upcoming professional development for administrators in June, which includes four days of Adaptive Schools training, a safety conference, and a presentation on evidentiary practices led by Mr. Rick Wormeli.

Summer School planning is underway, with surveys set to go out soon to staff and families.

Additionally, Instructional Rounds for K-5 classrooms are scheduled in the near future. Mrs. Ringle and Ms. Raginia will lead a team over three days observing classrooms to gather objective evidence, and analyze the findings. Seventeen teachers have volunteered to participate in this important work.

Motion by Mrs. Dombrowski, supported by Mrs. Charron, recommending adjournment of the meeting at 5:10 p.m. The motion passed.



Fowlerville Community Schools

FCS Department of Academics

MAKE A COPY

New Course Proposal Request:

Please fill out this form, and share with your principal and Assistant Superintendent of Academics by Oct. 31st, prior to the school year you wish to teach this new course.

Name of requestor/s / team requesting a new course:	Evan Martin
Title of the new course:	AP Macroeconomics
Describe the new course offering:	Dive into the dynamic world of economic decision-making on a national and international scale in this AP Macroeconomics course. Explore how countries manage growth, trade, and money in a global economy and learn the tools economists use to measure success and stability. This course will challenge students to think critically about real-world issues like inflation, unemployment, international trade, and monetary policy while preparing students for the AP exam.
Explain why you are proposing this new course:	By proposing this course, we aim to prepare students to navigate the complexities of the global economy confidently and critically, equipping them with knowledge that will benefit their academic and professional futures.
Explain how this course will benefit our students' academic achievement:	Strengthen AP Offerings and Student Achievement: Offering this course expands the school's advanced placement options and attracts motivated students looking to earn college credit while preparing for AP exams. With its emphasis on relevance and engagement, this course will enhance academic rigor and student success.



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Grade level/s:	11, 12
Estimated number of sections:	1
Estimated number of students who would be interested in taking this course:	11-25
Will this course replace any existing offerings? If yes, explain why and which course.	No
Identify the key standards that will be taught in the course.	Students will receive a thorough understanding of the principles of macroeconomics that apply to an economic system as a whole. The following topics will be covered during the course: Measurement of Economic Performance, National Income and Price Determination, Financial Sector, Stabilization Policies, Economic Growth, Open Economy: International Trade and Finance
What are the desired learning outcomes (content and skills) students will experience by the end of this course?	<ol style="list-style-type: none"><u>1. Understand a Complex Global Economy:</u> In an increasingly interconnected world, students must grasp how national economies interact and influence one another. From international trade wars to climate-related economic challenges, today's global economy demands that students move beyond local perspectives and understand the big picture.<u>2. Prepare for College and Careers:</u> Economic literacy is essential for students pursuing careers in business, international relations, public policy, or sustainability. This course provides not only a foundation in AP Macroeconomics but also a bridge to real-world applications and skills relevant to a range of college majors and professions.<u>3. Develop Critical Thinking Skills:</u> This course emphasizes decision-making,



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	<p>problem-solving, and critical thinking—skills that are invaluable in any field. By analyzing real-world economic challenges and exploring solutions, students will become adept at evaluating trade-offs and consequences in economic policy.</p> <p>4. <u>Promote Civic Engagement:</u> Understanding economics empowers students to become informed citizens who can participate in debates about fiscal policies, international agreements, and economic justice. The course will help them critically analyze how policies affect different communities and regions.</p> <p>5. <u>Incorporate Current Issues and Trends:</u> From cryptocurrency to the role of AI in the economy, the course integrates modern trends and global challenges like sustainability. Students will explore how these factors are reshaping economic systems, helping them prepare for future challenges.</p>
What instructional approaches, methods, and strategies will be used to ensure that students achieve desired learning outcomes?	Through hands-on activities, simulations, and current events analysis, students will see how economic principles shape policies, businesses, and the lives of everyday citizens. With an emphasis on connections to the modern economy and sustainability, students will also investigate the future of global markets in the face of technological and environmental changes.
Describe the assessments that will be used to evaluate student learning during this course:	Standard assessments focused on AP standards to include: increased primary source analysis (<i>graphs, charts</i>),
What accommodations will be offered to students with disabilities and/or 504s or English Learners?	TBD (<i>presumed same as general education classroom, each student's needs will be communicated by their coordinator; however, AP academic standards cannot be accommodated</i>)
How will the learning be graded? How will assessments be weighed	The learning will be graded in one of the following methods: <ul style="list-style-type: none">• Students will be graded by a “total points”



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for a final grade?	approach. <ul style="list-style-type: none">• Students will be graded in the following breakdown:<ul style="list-style-type: none">- 10% test corrections- 60% assessments-
What resources will be required to run this course? Include all instructional materials, training, equipment, staffing, and potential field trips. Please also include projected cost. If a new textbook or books are needed for this course, make note of it as well.	<u>Classroom text and teacher supplemental resources WILL BE NEEDED.</u> Currently, two sample texts are under review. Additional supplemental resources online will be used at no cost to the school.
Is there anything potentially controversial in this new course? (content, topics, etc.)	No
Please identify the teacher/s responsible for teaching this new course.	Evan Martin

The proposed course is:

- ☐ Approved by the building improvement team for Provisional Approval (**On Date:**)
- ☐ NOT approved by the building improvement team. **Reasoning:**

Date of Submission to Building Principal & Assistant Superintendent of Academics:

The proposed course is:



Fowlerville Community Schools

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- ☐ Approved to go to the Curriculum & Technology Committee for Provisional Approval
(On Date:)
- ☐ NOT approved to go to the Curriculum & Technology Committee for Provisional Approval. **Reasoning:**

Building Principal:

Assistant Superintendent of Academics:

Appendix B

Additional Information to consider for new FHS course that are requesting approval:

The AP Macroeconomics class would replace an existing section of Economics and be taught by the same teacher.

The Agriculture Bio Class would be a 10th grade offering replacing one section of 10th Grade Biology and taught by an existing Bio teacher. This course would add continuity to the existing Agri Sci program which serves 9th, 11th, and 12th grades. Also, would benefit students entering the MSU Agri Sci program.

The Economics in Action(School Store) course would be an elective social studies class that could be used to replace the existing Marketing 2 course that operates the school store. This class would be offered during 4th hour. It would be taught by an existing social studies teacher and could replace a social studies elective. This course would/could be used in case the marketing course was dropped.

AP Physics is requesting to have the prerequisite of chemistry removed.

Additional Course information to consider regarding Marketing for next school year.

Marketing consistently ranks as the top elective choice among Fowlerville students in grades 6 through 11. Approximately 130 ninth through eleventh graders selected Marketing as their first-choice elective, highlighting its popularity and value. Additionally, 30 seniors rely on Marketing to fulfill their fourth-year math credit, while up to 10 early-middle college students take Marketing as part of their program requirements. Eliminating Marketing from the schedule would create a significant gap, requiring the high school to offer an additional elective to accommodate these students.

Course Name: Ag Biology	Unit 1	Unit 2	Unit 3	Semester 1 Exam
Unit Name:	Biology Basics	Cells	Energy and Flow	Biology Basics, Cells, and Energy Flow
Duration of Unit:	3-4 weeks	4 weeks	5-6 weeks	Full Semester
Unit Abstract: What is the unit about?	This unit covers an introduction to the scientific process and the nature of science, the chemistry of illlproperties of water, and macromolecules present in living organisms. It includes practical research, such as soil testing, plant breeding, and animal genetics.	This unit covers cell theory and organelles, cellular transport, and cell cycle and cancer. Plant and animal cells are compared and contrasted in biology, biotechnology, genetic modification, and livestock management.	This unit covers enzymes, ATP, photosynthesis, and cellular respiration. It includes practical research on impact crop growth, food production, and livestock nutrition.	This summative exam covers an introduction to the scientific process, the chemistry of water, and macromolecules present in living organisms, cell theory and organelles, cellular transport, and the cell cycle and cancer, enzymes, ATP, photosynthesis, and cellular respiration.
Standards: Use state standards, or standards from a guiding organization, etc.	HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. AFNR Standards: CS.01.02 - Demonstrate the ability to use scientific inquiry and research processes in agriculture. BS.01.01 - Apply biological principles to plant and animal systems in agriculture. PS.02.01 - Examine plant growth and development to improve agricultural production.	HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms exist in biological systems. HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. AFNR Standards: BS.01.01, AS.02.02 - Evaluate animal genetics and breeding techniques to improve animal production. PS.01.01 - Identify and apply principles of plant science to crop production.	HS-LS1-5 Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and energy. HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. AFNR Standards: PS.02.01, ESS.03.02 - Analyze environmental factors and their impact on agricultural systems. AS.03.01 - Determine animal requirements and feeding programs for livestock health.	
Goals: Students will be able to...	Explain the scientific method and its applications in agriculture, use lab tools to conduct experiments, and analyze agricultural data. Unit 1: Bio Basics - This assesses the basics of the scientific process, chemistry of illlproperties of water, and the macromolecules present in living organisms.	Describe the structure and function of plant and animal cells, explain the role of organelles in agricultural biotechnology, and compare cellular processes in crops and livestock. Unit 2: Cells - This assesses cell theory and organelles, cellular transport, and the cell cycle and cancer.	Model energy transformations in agricultural systems, explain how photosynthesis affects crop yields, and analyze energy flow in food chains. Unit 3: Energy Flow (Enzymes and ATP) - This assesses enzymes, and ATP - Unit 3: Energy Flow (Photosynthesis) - This assesses photosynthesis. - Unit 3: Energy Flow (Cellular Respiration) - This assesses Cellular Respiration.	FFA Agriscience Fair
Unit assessments: Describe and link any summative assessments and answer keys/rubrics you use as evidence of student learning.				
Primary Resources: List core materials all students must use in class	Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 1	Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 2 Cells	Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 3 Energy Flow	
Supplementary Resources: List any materials you use that all students may not be exposed to.	Biology Resources (Fall Year)	Biology Resources (Fall Year)	Biology Resources (Fall Year)	

Unit 4	Unit 5	Unit 6	Unit 7	Semester 2 Exam
<p>Genetics</p> <p>3 weeks</p> <p>This unit covers DNA structure and replication, protein synthesis, and meiosis. Selective breeding and genetic engineering play key roles in livestock and crop production.</p> <p>HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out most of the work of cells and of organelles, and how proteins can differ in structure and function. HS-LS1-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through recombination; (2) mutations occurring during replication, and/or (3) mutations caused by environmental factors. AFNR Standards: AS.02.02 - Evaluate animal genetics and breeding techniques to improve animal production. BS.03.02 - Apply principles of heredity and DNA function to agricultural genetics. PS.02.02 - Analyze plant breeding and genetic modification techniques in agriculture.</p>	<p>Heredity</p> <p>4 weeks</p> <p>This unit covers mendelian genetics, complex inheritance patterns, and mutations and pedigrees. Understanding heredity helps improve livestock, genetics, disease resistance, and crop resilience.</p> <p>HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through recombination; (2) mutations occurring during replication, and/or (3) mutations caused by environmental factors. HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. AFNR Standards: BS.03.03 - Examine evolutionary processes and their impact on agricultural species. PS.02.03 - Investigate natural selection and adaptation in agricultural production. ESS.03.03 - Assess the impact of environmental changes on agricultural sustainability.</p>	<p>Evolution</p> <p>3-4 weeks</p> <p>This unit covers natural selection, patterns of evolution, evidence of evolution, and phylogeny. Evolutionary principles guide the development of disease-resistant crops and livestock adaptability.</p> <p>HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and patterns of evolution. HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and patterns of evolution. HS-LS2-4 Evaluate the evidence for common ancestry and biological evolution. HS-LS4-1 Explain how natural selection leads to adaptation of populations. HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. AFNR Standards: BS.03.03 - Examine evolutionary processes and their impact on agricultural species. PS.02.03 - Investigate natural selection and adaptation in plant species for agricultural production. ESS.03.03 - Assess the impact of environmental changes on agricultural sustainability.</p>	<p>Ecology</p> <p>3 weeks</p> <p>This unit covers biogeochemical cycles, population ecology, human impact, succession, and relationships. Sustainable farming depends on understanding ecosystems, soil health, and conservation efforts.</p> <p>HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and patterns of evolution. HS-LS2-4 Evaluate the evidence for common ancestry and biological evolution. HS-LS4-1 Explain how natural selection leads to adaptation of populations. HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. AFNR Standards: BS.03.03 - Examine evolutionary processes and their impact on agricultural species. PS.02.03 - Investigate natural selection and adaptation in plant species for agricultural production. ESS.03.03 - Assess the impact of environmental changes on agricultural sustainability.</p>	<p>Genetics, Heredity, Evolution, and Ecology</p> <p>Full Semester</p> <p>This summative exam covers DNA structure and replication, protein synthesis, and meiosis, mendelian genetics, complex inheritance patterns, and mutations and pedigrees, natural selection, patterns of evolution, evidence of evolution, and phylogeny, biogeochemical cycles, population ecology, human impact, succession, and relationships.</p>
<p>Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 4 Genetics</p> <p>Biology Resources (Fall Year)</p>	<p>Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 5 Heredity</p> <p>Biology Resources (Fall Year)</p>	<p>Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 6 Evolution</p> <p>Biology Resources (Fall Year)</p>	<p>Common Unit Packet - teacher shared drive (T) -> High School -> Teachers -> 1-Science Department -> Biology Resources -> Biology New Curriculum 2021 -> Unit 7 Ecology</p> <p>Biology Resources (Fall Year)</p>	<p>Michigan FFA Leadership Development Events and Career Development Events</p>

COURSE NAME: AP MACROECONOMICS		UNIT 1: BASIC ECONOMIC CONCEPTS	UNIT 2: ECONOMIC INDICATORS AND THE BUSINESS CYCLE	UNIT 3: NATIONAL INCOME AND PRICE DETERMINATION
Duration of Unit	10 days	8 days	15 days	
Unit Abstract: What is the unit about?	This unit introduces fundamental economic principles, including scarcity, opportunity cost, and trade-offs, which drive decision-making. Students will explore the production possibilities curve (PPC), comparative advantage, and the benefits of trade. The unit also covers different economic systems, from command economies to free markets, and introduces marginal analysis, which examines how individuals and firms make decisions at the margin.	This unit focuses on key measures of economic performance: gross domestic product (GDP), unemployment, and inflation. Students will examine how these indicators provide insight into the overall health of the economy and how they relate to the business cycle, including periods of expansion, contraction, and recession. Understanding these economic measures is essential for analyzing macroeconomic trends and policy decisions.	This unit explores how aggregate economic activity is determined through aggregate demand (AD) and aggregate supply (AS). Students will analyze the factors that shift AD and AS, leading to changes in output and price levels. The unit also covers macroeconomic equilibrium, the multiplier effect, and the impact of inflationary and recessionary gaps. These concepts help explain fluctuations in the economy and the role of government intervention in stabilizing economic conditions.	
Standards:	<p>Michigan Standards Alignment</p> <p>E1.1 Scarcity and Opportunity Costs: Understanding the fundamental problem of scarcity and how it necessitates choices that lead to opportunity costs.</p> <p>E1.2 Marginal Decision Making and Trade-offs: Analyzing how individuals and organizations make decisions at the margin and the associated trade-offs.</p> <p>CEE Standards Alignment</p> <p>Standard 1: Scarcity: Recognizing that productive resources are limited, thus people cannot have all the goods and services they want; they must choose some things and give up others.</p> <p>Standard 2: Decision Making: Understanding that effective decision-making requires comparing the additional costs of alternatives with the additional benefits.</p>	<p>Michigan Standards Alignment</p> <p>E2.1 Economic Indicators: Examining key economic indicators such as GDP, unemployment rates, and inflation to assess the health of an economy.</p> <p>E2.2 Business Cycles: Understanding the phases of the business cycle and their impact on the economy.</p> <p>CEE Standards Alignment</p> <p>Standard 18: Economic Fluctuations: Understanding that fluctuations in a nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by households, firms, government agencies, and others.</p>	<p>Michigan Standards Alignment</p> <p>E3.1 Aggregate Demand and Supply: Analyzing how aggregate demand and aggregate supply determine equilibrium price levels and real GDP.</p> <p>E3.2 Fiscal Policy: Understanding how government spending and taxation influence the economy.</p> <p>CEE Standards Alignment</p> <p>Standard 19: Unemployment and Inflation: Understanding that unemployment imposes costs on individuals and the overall economy, while unexpected inflation imposes costs on many people and benefits others.</p> <p>Standard 20: Fiscal and Monetary Policy: Recognizing that federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.</p>	
Goals:	SWBAT define scarcity and explain how it forces individuals and societies to make choices. SWBAT analyze opportunity costs and trade-offs in decision-making. SWBAT interpret the production possibilities curve (PPC) and explain efficiency, inefficiency, and economic growth. SWBAT compare economic systems (market, command, mixed, and traditional) based on how they answer the three economic questions. SWBAT apply the concepts of comparative advantage and absolute advantage to trade scenarios. SWBAT use marginal analysis to evaluate decision-making.	SWBAT define and calculate gross domestic product (GDP) using the expenditure and income approaches. SWBAT distinguish between real GDP and nominal GDP and explain why real GDP is a better measure of economic growth. SWBAT explain the causes and types of unemployment (frictional, structural, cyclical, and seasonal). SWBAT interpret the unemployment rate and labor force participation rate as measures of economic health. SWBAT define inflation and explain how it is measured using price indices (CPI and GDP deflator). SWBAT analyze the phases of the business cycle and identify key economic indicators that signal expansion or contraction.	SWBAT explain the components and determinants of aggregate demand (AD). SWBAT explain the short-run and long-run aggregate supply (SRAS and LRAS) and their determinants. SWBAT analyze the effects of shifts in AD and AS on equilibrium price level and output. SWBAT illustrate macroeconomic equilibrium, recessionary gaps, and inflationary gaps using the AD-AS model. SWBAT calculate and interpret the spending multiplier and tax multiplier effects on GDP. SWBAT evaluate the role of sticky wages and prices in short-run macroeconomic fluctuations.	
Students will be able to				
Unit assessments: Describe and link any summative assessments and answer keys/rubrics you use as evidence of student learning	<p>Summative Assessments:</p> <p>Unit Test: Multiple-choice and short-answer questions on concepts like scarcity, opportunity cost, PPC, economic systems, and marginal analysis. Written Response: Students write an essay explaining how comparative advantage applies to international trade.</p>	<p>Summative Assessments:</p> <p>Unit Test: Multiple-choice and short-answer questions about GDP, unemployment, inflation, and the business cycle. Project: Students create a report or infographic explaining the current economic situation in a country, referencing economic indicators and the business cycle.</p>	<p>Summative Assessments:</p> <p>Unit Test: Multiple-choice and short-answer questions on the AD-AS model, macroeconomic equilibrium, inflationary gaps, and the multiplier effect. Written Response: Students explain how fiscal and monetary policy can address inflationary and recessionary gaps.</p>	

UNIT 4: THE FINANCIAL SECTOR		UNIT 5: LONG-RUN CONSEQUENCES OF STABILIZATION POLICIES		UNIT 6: INTERNATIONAL TRADE AND FINANCE	
15 days	This unit examines the role of the financial system, including money, banking, and the Federal Reserve. Topics include the money supply, interest rates, and how monetary policy influences economic activity. Students will explore the loanable funds market, money creation through fractional reserve banking, and the tools the Federal Reserve uses to manage economic stability. The unit highlights the connection between financial markets and broader macroeconomic performance.	12 days	This unit analyzes the long-term effects of fiscal and monetary policy, focusing on their impact on economic growth, inflation, and national debt. Topics include the Phillips curve, crowding out, and the relationship between policy decisions and long-term economic outcomes. Students will assess how different policy approaches influence the economy beyond short-term stabilization efforts.	10 days	This unit explores the principles of international trade, exchange rates, and balance of payments. Students will examine the foreign exchange market, the effects of currency appreciation and depreciation, and how trade policies such as tariffs and quotas affect global markets. The unit also covers comparative advantage and the role of capital flows in shaping economic interactions between nations.
Michigan Standards Alignment EA.1 Money and the Banking System: Understanding the role of money, banking, and financial institutions in the economy. EA.2 Monetary Policy: Analyzing how the Federal Reserve's monetary policy influences interest rates and overall economic activity. CEE Standards Alignment: Standard 11: Role of Money: Understanding that money makes it easier to trade, borrow, save, invest, and compare the value of goods and services. Standard 12: Interest Rates: Recognizing that interest rates, adjusted for inflation, influence the amount people save, borrow, and invest.		Michigan Standards Alignment ES.1 Economic Growth: Exploring factors that contribute to long-term economic growth and productivity. ES.2 National Debt and Deficits: Understanding the implications of national debt and budget deficits on the economy. CEE Standards Alignment: Standard 15: Economic Growth: Understanding that investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living. Standard 16: Role of Government: Recognizing that government policies can influence the economy through spending, taxation, and regulation.		Michigan Standards Alignment ES.1 International Trade: Analyzing the benefits and costs of international trade and how it affects the domestic economy. ES.2 Exchange Rates and Balance of Payments: Understanding how exchange rates are determined and their effect on international trade and finance. CEE Standards Alignment: Standard 5: Trade: Understanding that voluntary exchange occurs only when all participating parties expect to gain, and that this principle applies to individuals, institutions, and countries. Standard 6: Specialization: Recognizing that when individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.	
SWBAT define money and explain its three functions in the economy. SWBAT explain how banks create money through fractional reserve banking. SWBAT analyze the role of the Federal Reserve in controlling the money supply through monetary policy tools. SWBAT interpret the money market graph and explain how changes in the money supply affect interest rates. SWBAT explain the relationship between interest rates and investment spending in the loanable funds market. SWBAT compare expansionary and contractionary monetary policy and their effects on inflation, unemployment, and GDP.		SWBAT examine the long-run effects of fiscal and monetary policy on economic growth and price stability. SWBAT explain the relationship between inflation and unemployment using the Phillips Curve. SWBAT analyze how crowding out affects the effectiveness of fiscal policy. SWBAT evaluate the impact of budget deficits and national debt on future economic growth. SWBAT assess the role of supply-side policies in promoting long-term economic growth. SWBAT differentiate between short-run and long-run effects of policy interventions on the economy.		SWBAT explain how exchange rates are determined in the foreign exchange market. SWBAT analyze the effects of currency appreciation and depreciation on net exports. SWBAT interpret the balance of payments accounts (current and financial accounts). SWBAT explain the benefits of trade based on the concept of comparative advantage. SWBAT evaluate the effects of trade barriers such as tariffs and quotas on domestic and international markets. SWBAT analyze the impact of capital flows and financial markets on exchange rates and trade.	
Summative Assessments: Unit Test: Multiple-choice and short-answer questions on money, the banking system, monetary policy, and interest rates. Case Study: Students analyze the effects of an expansionary or contractionary monetary policy on the economy.		Summative Assessments: Unit Test: Multiple-choice and short-answer questions covering fiscal and monetary policy, the Phillips Curve, and the long-term effects on inflation and unemployment. Essay: Students write an essay discussing the trade-offs between inflation and unemployment in the context of government policies.		Summative Assessments: Unit Test: Multiple-choice and short-answer questions on exchange rates, balance of payments, international trade, and the effects of trade policies. Research Paper: Students write a research paper on the effects of trade barriers or exchange rate changes on a specific industry or country.	

Primary Resources:

List of materials all students must use in class

<p>1. Textbook Krugman's <i>Macroeconomics for the AP Course</i>, 4e This is the primary textbook for the course. It provides in-depth explanations of the key macroeconomic concepts and serves as the basis for the curriculum.</p> <p>2. Digital Resources Online Access to Krugman's AP <i>Macroeconomics Course Companion</i> This may include interactive quizzes, simulations, and additional practice questions to reinforce concepts learned in class. Some AP <i>Macroeconomics</i> textbooks offer supplemental online content or course materials that can be helpful.</p> <p>Macroeconomics Simulations and Models (e.g., AD-AS model simulations) Interactive tools to help visualize economic concepts, such as the shifts in aggregate supply and demand or the effects of fiscal and monetary policies.</p> <p>3. Graphing Tools Graphing Paper or Graphing Software (e.g., Desmos) Students will frequently create graphs for concepts like the Production Possibilities Curve (PPC), AD-AS models, and money market graphs. Graphing tools help students visualize these economic models and perform calculations related to economic indicators.</p> <p>4. Calculator Basic Scientific Calculator A calculator for performing basic arithmetic and percentage calculations, especially when solving problems related to GDP, inflation, and unemployment rates. A graphing calculator may be helpful but is not strictly necessary for the course.</p> <p>5. Notebook or Digital Note-Taking Platform Notebook or Binder For keeping organized notes, assignments, handouts, and class materials. Students should keep track of key terms, models, and real-world examples discussed in class.</p> <p>Digital Note-Taking Tools (e.g., OneNote, Google Docs, Notability) For students who prefer digital note-taking, cloud-based platforms allow for easy access and sharing of notes, assignments, and class discussions.</p> <p>6. Access to Practice AP <i>Macroeconomics Exam Questions</i> AP Practice Exams and Released Questions These resources include practice multiple-choice and free-response questions from previous AP exams. Students can use these to familiarize themselves with the exam format and question types, as well as practice their time management skills.</p> <p>7. Supplementary Materials Study Guides or Review Sheets These can be provided by the teacher or students can create their own. They should summarize key concepts, vocabulary, models, and equations covered in the course, such as the GDP formula, Phillips Curve, and money supply models.</p> <p>Vocabulary List A list of key economic terms that students need to understand and memorize. Terms such as GDP, inflation, aggregate demand, and monetary policy are crucial for mastering the course material.</p> <p>8. Current Event Sources News Articles and Economic Reports Students should regularly follow news about the economy through reputable sources (e.g., The Wall Street Journal, The Economist, or financial sections of major news outlets). These can be used to relate real-world events to the concepts learned in class, such as changes in inflation, unemployment, or government policy.</p> <p>Interactive Economic News Platforms (e.g., FRED) The Federal Reserve Economic Data (FRED) provides up-to-date economic indicators, which students can use for research or to apply theory to real-world economic data.</p> <p>9. AP <i>Macroeconomics Review Books</i> Review Books (e.g., 5 Steps to a 5, Barron's AP <i>Economics</i>) These review books provide additional practice problems, exam tips, and summaries of the content covered in the AP <i>Macroeconomics</i> course. They are especially helpful for preparing for the AP exam.</p>	<p>1. Textbook Krugman's <i>Macroeconomics for the AP Course</i>, 4e This is the primary textbook for the course. It provides in-depth explanations of the key macroeconomic concepts and serves as the basis for the curriculum.</p> <p>2. Digital Resources Online Access to Krugman's AP <i>Macroeconomics Course Companion</i> This may include interactive quizzes, simulations, and additional practice questions to reinforce concepts learned in class. 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Supplementary Resources

List any materials you use that all students may not be exposed to.

<p>1. Teacher's Guide and Instructor Resources</p> <p>Teacher's Edition of Textbook</p> <p>This version includes additional teaching notes, suggested answers for exercises, and tips on how to explain complex concepts. It also provides pacing guides and instructional strategies.</p>	<p>1. Teacher's Guide and Instructor Resources</p> <p>Teacher's Edition of Textbook</p> <p>This version includes additional teaching notes, suggested answers for exercises, and tips on how to explain complex concepts. It also provides pacing guides and instructional strategies.</p>	<p>1. Teacher's Guide and Instructor Resources</p> <p>Teacher's Edition of Textbook</p> <p>This version includes additional teaching notes, suggested answers for exercises, and tips on how to explain complex concepts. It also provides pacing guides and instructional strategies.</p>	<p>1. Teacher's Guide and Instructor Resources</p> <p>Teacher's Edition of Textbook</p> <p>This version includes additional teaching notes, suggested answers for exercises, and tips on how to explain complex concepts. It also provides pacing guides and instructional strategies.</p>
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These questions are typically used to design quizzes, practice exams, or customized assessments but may not always be shared directly with students.</p> <p>AP Exam Scoring Rubrics</p> <p>Teachers may use these rubrics to guide their grading of free-response questions in practice tests, giving students detailed feedback. These rubrics are also useful for reviewing how AP exam essays are graded.</p> <p>6. Visual and Interactive Aids</p> <p>Interactive Whiteboard Tools (e.g., Smartboards)</p> <p>Teachers may use advanced technology, like Smartboards or interactive whiteboards, to model macroeconomic graphs, run simulations, or visualize economic concepts like the AD-AS model, the money market, or inflation.</p>	<p>1. Teacher's Guide and Instructor Resources</p> <p>Teacher's Edition of Textbook</p> <p>This version includes additional teaching notes, suggested answers for exercises, and tips on how to explain complex concepts. 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Supplementary Readings and Articles</p> <p>Journal Articles on Macroeconomics</p> <p>Teachers may use scholarly articles or research papers on macroeconomic issues, including topics such as inflation, trade, fiscal policy, or monetary policy. These articles can deepen understanding of the theoretical concepts discussed in class but might be too advanced for students to read in full.</p> <p>Case Studies on Specific Economies</p> <p>Teachers may bring in case studies to explore specific countries' economies or unusual economic scenarios (e.g., hyperinflation in Zimbabwe or the 2008 financial crisis). These case studies often involve in-depth analysis and may be more suited for discussions with higher-level students.</p> <p>4. 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**Appendix C**

Janice Avis <avisj@fowlervilleschools.org>

Fwd: JH Plays

1 message

Adva Ringle <ringlea@fowlervilleschools.org>
To: Janice Avis <avisj@fowlervilleschools.org>
Cc: Matt Stuard <stuardm@fowlervilleschools.org>

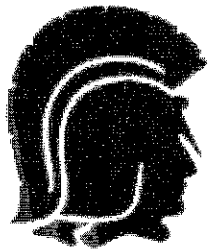
Thu, Mar 20, 2025 at 2:47 PM

Hi Janice,

The Curriculum Committee is sending the two plays below for full Board approval.

Thanks,

Adva Ringle
Assistant Superintendent of Academics
Fowlerville Community Schools



Fowlerville
Community Schools

Begin forwarded message:

From: Bobbiesue Adams <adamsb@fowlervilleschools.org>
Subject: JH Plays
Date: February 3, 2025 at 4:43:19 PM EST
To: Amy Sova <sovaa@fowlervilleschools.org>, Robert Hinton <hintonr@fowlervilleschools.org>, Susan Charron <charrons@fowlervilleschools.org>, John Belcher <belcherj@fowlervilleschools.org>, Danielle DeVries <devriesd@fowlervilleschools.org>, Diana Dombrowski <dombrowskid@fowlervilleschools.org>, Lindsey Redinger <redingerl@fowlervilleschools.org>, Matthew Stuard <stuardm@fowlervilleschools.org>, Adva Ringle <ringlea@fowlervilleschools.org>

Hello!

I'm taking over the responsibility of our theater club at the JH this year. We've chosen a couple of funny, short plays that we are hoping to pull off.

We are tentatively looking at March 5 & 6 (W,Th) & April 24 & 25 (Th,F).

For the March dates we would like to do ***How to Get Away with a Murder Mystery*** by Don Zolidis. For the April dates we would like to do ***Oz*** by the same author. You can review the scripts at [playscripts.com](https://www.playscripts.com) by signing up for a free educator account. They allow us to read through scripts before committing to them.

Can you share with me the process for getting approval? The kids and I read through several last week and these were their favorites. I hope you like the sound of them as well!

Thanks, in advance, for your consideration!

Sincerely,
Bobbiesue

Personnel Committee Minutes

Fowlerville Community Schools

April 7, 2025

FHS Computer Lab A, 4:00 p.m.

The meeting was called to order at 4:04 pm by Mrs. Charron in the FHS Computer Lab A.

Members Present: Mrs. Susan Charron, Mrs. Bob Hinton, and Mrs. Amy Sova

Staff Present: Mr. Matthew Stuard, Ms. Trisha Reed

Others Present:

Motion by Mr. Hinton, supported by Mrs. Sova to approve minutes from the March 10, 2025 meeting. The motion passed unanimously.

Call to the Public – None

Staffing Update: -

- Superintendent's Personnel Report – Mrs. Reed reviewed the Superintendent report.
- Review of Open Positions –Mrs. Reed reviewed the district open positions.

2025-2026 Planning- Mrs. Reed provided an overview of the planning process for the 2025–2026 school year. She presented projected student enrollment figures by grade level and outlined how these projections will inform decisions regarding potential full-time equivalent (FTE) staffing adjustments, including possible reductions or additions.

Finance Director Updates- Mrs. Reed provided the committee with an update on the hiring process for the new Finance Director. She noted that the interview team has remained committed to conducting a thorough and comprehensive search, which has included multiple repostings, candidate screenings, and interviews. Mrs. Reed shared that from the most recent posting, three candidates were selected to participate in initial video interviews. Based on the outcomes of those interviews, two to three finalists are expected to be scheduled for in-person interviews during the week of April 21st.

Support Staff Negotiation Updates- Mrs. Reed provided an update on the ongoing support staff negotiations with the Transportation and Food and Nutrition departments. She reported that the process has been both encouraging and productive, and expressed her appreciation to the employee groups and to Mrs. Coe for their collaboration and partnership. Mrs. Reed noted that the Transportation group is scheduled for its fifth negotiation session on Thursday, April 10th, while the Food and Nutrition team will hold its third session on the same day. Negotiations with the Administrative Assistants and Paraprofessionals are set to begin on Thursday, April 17th.

Educator Evaluations - Mr. Stuard provided the committee with an update on the educator evaluation process and presented the proposal that had been submitted to the Labor Management Committee for review on March 20, 2025. He noted that the FEA did not agree with the proposal as presented. In

response, the administration has formally requested that the FEA provide specific feedback to guide further discussion and revisions.

Bulletin 1014 - Mr. Stuard provided an overview of Bulletin 1014, an annual publication by the Michigan Department of Education that presents financial and statistical data for public school districts across the state. He explained that the report includes rankings in various categories, offering a comprehensive comparison of district revenues and expenditures statewide.

Other – None

Motion by Mrs. Sova, supported by Mr. Hinton to adjourn the meeting at 5:04p.m. The motion passed unanimously.

Fowlerville Board of Education
Superintendent's Personnel Report
Regular Meeting – April 7, 2025

FOR ACTION Subject: **PERSONNEL RECOMMENDATIONS**

It is recommended that the following personnel recommendations be approved:

A. EMPLOYMENT:

Nicola Bassett	Bus Driver	04/01/2025	Complete
Sarah Verdulla	Custodian	03/28/2025	Complete
Lisa Stebbins	Custodian	04/03/2025	Complete

Name: Position: Date: Current Process:

B. ADDITIONAL ASSIGNMENTS/TRANSFERS/PROMOTIONS/INACTIVATE:

Name: Position: Date: Current Process:

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C. RESIGNATIONS/RETIREMENTS/TERMINATIONS:

Name: Position: Length of Service: Effective Date:

Kristin Wanke	Varsity Competitive/Sideline Cheer Coach	2011-2025 2022-2025	04/02/2025
Kenneth Damerow	HS Teacher	21 years	6/30/2025
Amy Lemke	4th grade Teacher	14 years	6/6/2025
Barb Piper	Art Teacher-Kreeger	19 years	6/30/2025
Carrle Deluca	6th grade Teacher	21 years	6/30/2025
Barb Sinke	6th grade Teacher	19 years	8/15/2025
Shawn Messner	6th grade Teacher	20 years	8/15/2025

D. LEAVE OF ABSENCE

Name: Position: Leave Type: Effective Date:

Monica Burke			
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E. EMPLOYMENT – PROFESSIONAL STAFF

Name: Position: Date: Current Process:

Alexandra Glenn	FES Resource Room Teacher	04/17/2025	Complete
Misti Leltelt	JH Resource Room Teacher	08/2025	Complete

Finance Committee Agenda Fowlerville Community Schools April 11, 2025

CO Conference Room

The meeting was called to order at 7:36 a.m. by Mr. John Belcher

Members Present: Mrs. Amy Sova, Mrs. Diana Dombrowski, Mr. John Belcher

Staff Present: Mr. Matthew Stuard, Ms. Lauri Coe, Mr. Nick Zajas, Mr. Ray Burr

Others Present: None

Motion by Mrs. Dombrowski, supported by Mrs. Sova to approve minutes from the March 12, 2025, meeting. Motion carried.

Call to the Public – None

Out of State Trip – The committee reviewed a Field Trip Request for the Fowlerville High School Robotics Team to attend the World Competition in Houston, Texas, from April 15–20, 2025. The committee unanimously supported funding the trip and the travel plans for four students and five adults, after all received donations have been used.

Recreation Agreement - The draft Community Recreation Agreement, along with the administration's suggested revisions, was reviewed and discussed. The committee recommended obtaining a legal review, meeting with Township and Village representatives to discuss the proposed changes and then presenting the final draft to the Policy Committee.

Budget Amendment – Ms. Coe and Mr. Stuard reviewed the final 2024–2025 Budget #3 with the committee, which unanimously supported forwarding the amendment to the full Board for approval. Additionally, the committee reviewed the preliminary three-year budget forecast and a reconciliation of the 2021 Bond funds.

FOIA Update – None

PERA Update - None

Other – Due to the need to order materials prior to the next Asset Management meeting and prior to the next full Board meeting, Mr. Stuard presented color choice for the new FFA pole barn to the committee to gather their feedback.

Motion by Mrs. Sova, supported by Mrs. Dombrowski recommending adjournment of the meeting at 7:51 am. Motion carried.

Appendix D

2024-25 Budget Amendment #3 Summary

April 23, 2025

GENERAL FUND

The general fund operating budget improves by about \$555,000 with this amendment. The change is from a deficit of \$587,000 to a deficit of \$32,000. All figures are rounded for simplicity on this document. The amended budgeted fund balance is approximately 10.6%.

Changes with Positive Budget Impact

\$ 20,000	CONTRACTED STUDENT ASSESSMENT (HAS BEEN GRANT FUNDED EACH YI
\$ 340,000	REVERSE TRANSFER OF FURNITURE TO BOND FUNDS
\$ 20,000	MORE SOCIAL WORKER GRANT-FUNDED THAN ORIGINALLY BUDGETED
\$ 95,000	STATE REVENUE INCREASE - RETIREMENT REIMB.
\$ 12,000	REDUCE ENERGY BOND PAYMENT
\$ 19,000	INCREASE INDIRECT FROM FOOD SERVICE
\$ 35,000	INCREASE INDIRECT FROM LITTLE GLAD CENTER
\$ 40,000	SRO IS GRANT-FUNDED WITH 97B CARRYOVER
\$ 19,000	WAGE AND BENEFIT TRENDS

Changes with Negative Budget Impact

\$ (20,000)	DISTRICT INSURANCE
\$ (25,000)	FICA ON ORS 3% REFUND

\$ 555,000 Total change in operating deficit from last budget amendment

Changes with Neutral Impact (Same amount change to both Expenditure and Revenue lines.)

None.

Notes:

1. It is assumed that the new Recreation agreement will be in place soon and therefore no general fund subsidy will be needed for the Recreation program this fiscal year.
2. The \$300k transfer to capital project stays.
3. Hold budget in place for marketing teacher
4. Hold budget in place for maintenance director

FOWLerville COMMUNITY SCHOOLS

For Year Ending June 30, 2025

GENERAL FUND

	2023-24 <u>AUDITED</u>	2024-25 <u>ORIGINAL</u>	2024-25 <u>NOVEMBER</u>	2024-25 <u>FEBRUARY</u>	2024-25 <u>APRIL</u>	<u>CHANGE</u>
REVENUE						
Local	\$ 3,335,613	\$ 3,375,069	\$ 3,817,300	\$ 3,805,981	\$ 3,809,981	\$ (7,319)
State	\$ 28,710,757	\$ 28,447,716	\$ 27,388,419	\$ 27,430,801	\$ 28,038,886	\$ 650,466
Federal	\$ 1,008,041	\$ 1,539,664	\$ 1,467,865	\$ 1,418,687	\$ 1,693,806	\$ 125,941
Incoming Transfers & Other	\$ 1,841,107	\$ 1,808,331	\$ 1,808,331	\$ 1,808,331	\$ 1,761,343	\$ (46,988)
TOTAL REVENUE	\$ 34,895,518	\$ 35,170,780	\$ 34,481,915	\$ 34,463,800	\$ 35,204,015	\$ 722,100
EXPENDITURES						
INSTRUCTION						
Basic Programs	\$ 16,836,774	\$ 16,600,741	\$ 15,778,110	\$ 16,194,154	\$ 16,086,540	\$ 308,430
Added Needs	\$ 4,408,047	\$ 4,850,446	\$ 5,028,424	\$ 4,888,624	\$ 4,827,926	\$ (200,498)
Total Instruction	\$ 21,244,821	\$ 21,451,187	\$ 20,806,534	\$ 21,082,678	\$ 20,914,466	\$ 107,932
SUPPORT SERVICES						
Pupil Services	\$ 1,382,800	\$ 1,291,534	\$ 1,219,422	\$ 965,011	\$ 1,183,114	\$ (66,308)
Instructional Staff Services	\$ 809,876	\$ 832,347	\$ 633,767	\$ 991,198	\$ 1,048,490	\$ 414,723
General Administration	\$ 802,361	\$ 882,760	\$ 839,301	\$ 913,259	\$ 949,421	\$ 110,120
School Administration	\$ 2,036,724	\$ 2,041,409	\$ 1,999,913	\$ 1,866,660	\$ 1,930,000	\$ (69,913)
Business Office	\$ 466,277	\$ 488,950	\$ 541,150	\$ 538,630	\$ 548,230	\$ 7,080
Operations and Maintenance	\$ 3,266,044	\$ 3,440,486	\$ 3,434,086	\$ 3,470,379	\$ 3,556,659	\$ 122,573
Transportation	\$ 1,972,783	\$ 1,750,850	\$ 1,728,975	\$ 1,769,513	\$ 1,783,094	\$ 24,119
Central Services	\$ 470,993	\$ 454,147	\$ 486,797	\$ 603,597	\$ 748,771	\$ 261,974
Athletic Activities	\$ 746,445	\$ 741,740	\$ 759,940	\$ 801,040	\$ 800,431	\$ 40,491
Community Services	\$ 39,463	\$ 3,023	\$ 14,476	\$ 17,652	\$ -	\$ (14,475)
Total Support Services	\$ 11,993,766	\$ 11,897,246	\$ 11,657,826	\$ 11,936,939	\$ 12,488,210	\$ 830,384
Outgoing Transfers/Transactions	\$ 1,258,841	\$ 1,817,514	\$ 1,865,467	\$ 2,051,318	\$ 1,833,180	\$ (52,287)
TOTAL EXPENDITURES	\$ 34,492,428	\$ 34,965,947	\$ 34,349,827	\$ 35,050,933	\$ 35,235,856	\$ 886,029
Revenue Over (Under) Expenses	\$ 403,090	\$ 204,833	\$ 132,088	\$ (587,133)	\$ (31,841)	\$ 555,292
Beginning Fund Balance-July 1	\$ 3,361,574	\$ 3,495,287	\$ 3,764,664	\$ 3,764,664	\$ 3,764,664	
Ending Fund Balance - June 30	\$ 3,764,664	\$ 3,700,120	\$ 3,896,752	\$ 3,177,531	\$ 3,732,823	

FOWLERVILLE COMMUNITY SCHOOLS
For Year Ending June 30, 2025
FOOD SERVICE FUND

	<u>2023-24</u> <u>AUDITED</u>	<u>2024-25</u> <u>ORIGINAL</u>	<u>2024-25</u> <u>NOVEMBER</u>	<u>2024-25</u> <u>APRIL</u>	<u>CHANGE FROM</u> <u>CURRENT</u> <u>BUDGET</u>
<u>REVENUE</u>					
Local	\$ 176,169	\$ 169,500	\$ 172,000	\$ 173,500	\$ 1,500
State	\$ 844,756	\$ 715,000	\$ 675,000	\$ 675,000	\$ -
Federal	\$ 1,032,458	\$ 864,500	\$ 1,172,500	\$ 1,180,500	\$ 8,000
Incoming Transfers & Other	\$ 120,092	\$ 99,600	\$ 100,500	\$ 76,900	\$ (23,600)
TOTAL REVENUE	\$ 2,173,475	\$ 1,848,600	\$ 2,120,000	\$ 2,105,900	\$ (14,100)
<u>EXPENDITURES</u>					
Salaries and Benefits	\$ 794,518	\$ 679,818	\$ 791,300	\$ 774,380	\$ (16,920)
Supplies and Materials	\$ 999,788	\$ 1,050,960	\$ 1,011,260	\$ 1,071,160	\$ 59,900
Other Expenses	\$ 346,820	\$ 202,900	\$ 326,500	\$ 345,500	\$ 19,000
TOTAL EXPENDITURES	\$ 2,141,126	\$ 1,933,678	\$ 2,129,060	\$ 2,191,040	\$ 61,980
Revenue Over (Under) Expenses	\$ 32,349	\$ (85,078)	\$ (9,060)	\$ (85,140)	\$ (76,080)
Beginning Fund Balance-July 1	\$ 869,584	\$ 658,006	\$ 901,933	\$ 901,933	
Ending Fund Balance - June 30	\$ 901,933	\$ 572,928	\$ 892,873	\$ 816,793	

FOWLERVILLE COMMUNITY SCHOOLS
For Year Ending June 30, 2025
COMMUNITY SERVICES FUND

	<u>2023-24</u> <u>AUDITED</u>	<u>2024-25</u> <u>ORIGINAL</u>	<u>2024-25</u> <u>NOVEMBER</u>	<u>2024-25</u> <u>APRIL</u>	<u>CHANGE FROM</u> <u>CURRENT</u> <u>BUDGET</u>
<u>REVENUE</u>					
Little Glad Center	\$ 984,572	\$ 999,636	\$ 989,420	\$ 1,100,223	\$ -
General Fund Transfer - UAAL	\$ 43,764	\$ 45,000	\$ 48,580	\$ 39,000	\$ -
General Fund Transfer - Little Glads	\$ -	\$ -	\$ -	\$ -	\$ -
	<u>\$ 998,336</u>	<u>\$ 1,044,636</u>	<u>\$ 1,018,000</u>	<u>\$ 1,139,223</u>	<u>\$ -</u>
Recreation	\$ 411,064	\$ 343,364	\$ 343,364	\$ 340,420	\$ -
General Fund Transfer - UAAL	\$ 17,884	\$ 7,000	\$ 7,000	\$ 9,000	\$ -
	<u>\$ 428,448</u>	<u>\$ 350,364</u>	<u>\$ 350,364</u>	<u>\$ 349,420</u>	<u>\$ -</u>
Alverson Performing Arts Center	\$ 35,550	\$ 20,000	\$ 30,000	\$ 21,000	\$ -
General Fund Transfer - UAAL	\$ 4,859	\$ 4,000	\$ 5,000	\$ 7,000	\$ -
General Fund Transfer - Alverson Center	\$ 70,000	\$ 70,000	\$ 75,000	\$ 75,000	\$ -
	<u>\$ 110,409</u>	<u>\$ 94,000</u>	<u>\$ 110,000</u>	<u>\$ 103,000</u>	<u>\$ -</u>
TOTAL REVENUE	<u>\$ 1,537,193</u>	<u>\$ 1,489,000</u>	<u>\$ 1,478,364</u>	<u>\$ 1,591,643</u>	<u>\$ -</u>
<u>EXPENDITURES</u>					
Little Glad Center	\$ 1,068,752	\$ 1,111,371	\$ 1,078,000	\$ 1,293,930	\$ -
Recreation	\$ 401,900	\$ 350,364	\$ 350,364	\$ 349,420	\$ -
Performing Arts Center	\$ 98,868	\$ 94,000	\$ 110,000	\$ 103,000	\$ -
TOTAL EXPENDITURES	<u>\$ 1,569,520</u>	<u>\$ 1,555,735</u>	<u>\$ 1,538,364</u>	<u>\$ 1,746,350</u>	<u>\$ -</u>
Revenue Over (Under) Expenses	\$ (22,327)	\$ (66,735)	\$ (60,000)	\$ (154,707)	\$ -
Beginning Fund Balance - July 1	<u>\$ 868,532</u>	<u>\$ 298,523</u>	<u>\$ 846,205</u>	<u>\$ 786,205</u>	
Ending Fund Balance - June 30	<u>\$ 846,205</u>	<u>\$ 231,788</u>	<u>\$ 786,205</u>	<u>\$ 631,498</u>	

**Asset Management Committee Agenda
Fowlerville Community Schools
April 14, 2025**

Fowlerville High School, Computer Lab A, 6:00 p.m.

The meeting was called to order a 6:00 pm by Mr. John Belcher in the FHS Computer Lab A.

Members Present: Mrs. Sue Charron (alternate) Mrs. Lindsey Redinger and Mr. John Belcher
Staff Present: Mr. Matt Stuard, Mrs. Kim Hively
Others Present: Mr. Ron Drzewicki, Mr. Matt Shock

Motion by Mrs. Charron supported by Redinger to approve minutes from the March 3, 2025 meeting. Motion passed.

Call to the Public - None

2021 Bond Projects Update from Auch – Mr. Shock provided an update on the 2021 Bond Projects. The budget reflects no significant changes aside from increased contingency for the Smith project. Mr. Shock expressed confidence that unused contingency funds could be returned to the overall budget if not needed. The delivery of the High School electrical switchgear has been delayed until July, potentially affecting the project timeline. The team discussed temporary air conditioning solutions for the high school's second floor and emphasized the need for cooling by the first day of school. All projects continue to be on schedule.

Recommendation to Approve Asbestos Remediation Bid – The committee discussed the recommended bid from Global Green Service Group in the amount of \$143,200. The committee unanimously supported forwarding the bid to the full Board for approval.

Track Infield update – Mrs. Hively informed the committee that work would begin on the track infield after the conclusion of Spring track and the annual track program run by the Recreation Department. The installation of the new turf will take approximately two weeks and then no one will be able to access the field until the installer approves.

FFA Pole Barn – Mrs. Hively and Mr. Stuard informed the committee that the material for the new FFA pole barn was purchased with Career and Technical Education grant funds and that it will be stored by vendor while the district obtains the required permits for construction.

Operations Update – Mrs. Hively reviewed ongoing projects related to the Operations department since the last committee meeting.

Other - None

Motion by Mrs. Charron supported by Mrs. Redinger recommending adjournment of the meeting at 6:49 pm. Motion carried.

Appendix E



5300 PLYMOUTH ROAD
ANN ARBOR, MICHIGAN 48105
734-930-0995

March 13, 2025

Ms. Kim Hively
Fowlerville Community Schools
Director of Transportation
7611 W. Sharpe Road
Fowlerville, MI 48836

RE: Contractor Selection

Dear Ms. Hively:

As you are aware, abatement work has to be performed as part of the renovation/demolition activities at Little Glad Early Childhood Center, Fowlerville Junior High School, and Fowlerville High School. The present projects involve the removal of materials including, but not limited to, duct sealant, roofing materials, flooring, doors and door frames, boilers, and caulks.

The following is Nova Environmental, Inc.'s recommendation regarding the selection of the asbestos abatement removal Contractor for the Fowlerville Community Schools project.

BID NO.	Building(s)	Contractor	Bid Amount	Total
1	Little Glad Early Childhood Center, Fowlerville Junior High School, Fowlerville High School	Global Green Service Group	\$73,200.00	\$73,200.00

A \$50,000.00 allowance has been added to the Early Childhood Center, a \$5,000.00 allowance has been added to the High School and a \$15,000.00 allowance has been added to the Junior High School, bringing the total bid amount to \$143,200.00. Allowances may only be used with approval from the district and the district's representative.

This recommendation is based upon the following factors:

1. The bid from the Contractor was the low bid.
2. The Contractor has performed similar projects in numerous school districts.
3. The Contractor should be able to provide a safe and effective project within the time parameters of the specification.
4. Nova has met with the Contractor and they have the equipment, manpower, and knowledge to complete the projects as specified in the bid documents.

For the above noted reasons, Nova recommends the bid proposals from the above noted Contractor be accepted for the project in Fowlerville Community Schools. This recommendation is conditioned upon proper submittals from the company in keeping with the requirements of the bid documents and the contract between the School District and the Contractor being mutually agreed upon.

If you have any questions or if I can be of further service, please contact me.

Thank you,
NOVA ENVIRONMENTAL, INC.

Carol May

Carol May
Senior Environmental Consultant

**Policy Committee Minutes
Fowlerville Community Schools
April 21, 2025**

FHS Computer Lab A, 6:00

The meeting was called to order at 6:05 pm by Mrs. Amy Sova in the FHS Computer Lab A.

Members Present: Mrs. Amy Sova, and Mrs. Diana Dombrowski
Staff Present: Mr. Matt Stuard
Others Present: None

Motion by Mrs. Sova supported by Mrs. Dombrowski recommending approval of the minutes from the March 17, 2025 meeting. Motion passed.

- Call to the Public - None
- Out of State and Overnight Field Trip Request Form – Mr. Stuard discussed the form with committee members and reviewed Policy 2340 – Field and Other District-Sponsored Trips. Policy 2340 requires Board approval for all out-of-state and overnight trips. After discussion, the committee requested that Mr. Stuard add language to the policy allowing a Board committee or the Board President to approve time-sensitive trips when the full Board isn't scheduled to meet. The updated policy will be sent to the full Board for a first reading.
- Policy 8321 – Criminal Justice Information Security – The committee unanimously supported forwarding the policy to the full Board for first reading.
- Policy 2370.01 – Online/Blended Learning Program - The committee unanimously supported forwarding the policy to the full Board for first reading.
- Policy 7440.03 – Small Unmanned Aircraft Systems - The committee unanimously supported forwarding the policy to the full Board for first reading.
- Other - None

Motion by Mrs. Sova supported by Mrs. Dombrowski recommending the adjournment of the meeting at 6:30 pm. Motion passed.

Appendix F

Book	Policy Manual
Section	2000 Program
Title	Copy of FIELD AND OTHER DISTRICT-SPONSORED TRIPS
Code	po2340
Status	
Adopted	August 8, 2017

2340 - FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. help students relate school experiences to the reality of the world outside of school;
- C. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

The Board shall approve those field trips and other District-sponsored trips which are planned to keep students out of the District overnight or longer or out of the State. ~~However, when a full Board of Education meeting is not scheduled within the necessary timeframe for approval, a committee of the Board or the Board President may approve such time sensitive trips upon the recommendation of the Superintendent.~~

The Superintendent/Assistant Superintendent shall approve all other such trips.

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the Superintendent. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The Superintendent shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. each trip is properly monitored;

E. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;

F. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge.

Legal

M.C.L. 380.1282

Book	Policy Manual
Section	for the Board 39-1
Title	Vol. 39, No. 1 - September 2024 Revised CRIMINAL JUSTICE INFORMATION SECURITY (NON-CRIMINAL JUSTICE AGENCY)
Code	po8321
Status	
Adopted	June 13, 2017
Last Revised	January 9, 2024

Revised Policy - Vol. 39, No. 1

8321 - CRIMINAL JUSTICE INFORMATION SECURITY (NON-CRIMINAL JUSTICE AGENCY)

The District is required by State law to have the Michigan State Police (MSP) obtain both a State and a Federal Bureau of Investigation (FBI) criminal history record information (CHRI) background check report for all employees of the District and contractors, vendors and their employees who work on a regular and continuous basis in the District. This policy provides the appropriate access, maintenance, security, confidentiality, dissemination, integrity, and audit requirements of CHRI in all its forms, whether at rest or in transit. This policy/procedure shall be reviewed and updated at least annually and following any security incidents involving CHRI. To assure the security, confidentiality, and integrity of the CHRI background check information received from the MSP/FBI, the following standards are established:

A. Sanctions for Non-Compliance

Employees who fail to comply with this policy, State and Federal law, current CJISSECPOL, rules or regulations, and any guidelines issued to implement this policy will be subject to discipline for such violations. Discipline can range from counseling and retraining to discharge and prosecution, based on the nature and severity of the violation, at the District's discretion. All violations will be recorded in writing, with the corrective action taken. The Superintendent shall review, approve, sign, and date all such corrective actions.

B. Local Agency Security Officer (LASO)

The Director of Safety and Security Director of Human Resources [insert designated administrator] shall be designated as the District's Security Officer ("LASO"). and The LASO is an authorized user/personnel, has completed a fingerprint-based background check where required, and has been found appropriate to access CHRI, and an employee directly involved in evaluating an individual's qualifications for employment or assignment. The LASO shall be responsible for overall implementation of this policy and for data and system security. This shall include:

1. identifying who is using or accessing CHRI and/or systems with access to CHRI;
2. identifying and documenting any equipment connected to the State system;
3. ensuring that personnel security screening procedures are being followed as set forth in this policy;
4. ensuring that approved and appropriate security measures are in place and working as expected;
5. supporting policy compliance and instituting the incident response reporting procedures;
6. ensuring annual awareness and training is being completed by all personnel with authorized access to the CHRI;
7. ensuring that the Michigan State Police are promptly informed of any security incidents involving the abuse or breach of the system and/or access to criminal justice information;

8. reviewing and updating information security policy/procedures annually or after security incidents involving CHRI;
9. to the extent applicable, identifying and documenting how District equipment is connected to the Michigan State Police system;
10. employing one (1) or more of the following techniques to increase the security and privacy awareness of system users: displaying posters, offering supplies inscribed with security and privacy reminders; displaying logon screen messages; generating email advisories or notices from organizational officials; conducting awareness events; and
11. to the extent applicable, identifying who is using the Michigan State Police approved hardware, software, and firmware, and ensuring that no unauthorized individuals have access to these items.

The District's LASO shall be the point of contact for the Michigan State Police and should be the person most knowledgeable about this policy. The District's LASO shall be designated on the appropriate form as prescribed and maintained by the Michigan State Police. A new form shall be submitted every time a new LASO is designated and kept on file by the District indefinitely.

C. Privacy Act Statement Disclosure

The District shall ensure that the applicant receives the Federal Privacy Act Statement Disclosure by providing the applicant with the most current version of the MSP RI-030 Live Scan consent form. The applicant will receive this information by hard or electronic copy.

D. Agency User Agreements

The District shall enter into any required User Agreement for Release of CHRI ("User Agreement"), and future amendments, by the Michigan State Police necessary to access the required CHRI on applicants, volunteers, and all other statutorily required individuals, such as contractors and vendors and their employees assigned to the District. Agreements are in place to provide data ownership, individual roles, responsibilities, etc. The District shall request a new user agreement in the event they have a legal name change, they move to a new physical address, or they wish to add or remove fingerprint reason codes. The most current copy of the Agreement shall be maintained on file at the agency indefinitely. The LASO shall be responsible for the District's compliance with the terms of any such User Agreement.

E. Personnel Security

Authorized users/personnel shall be individuals who have been appropriately vetted through a national fingerprint-based background check, as required by school safety legislation, and have been granted access to CHRI data, wherein access is only for the purpose of evaluating an individual's qualifications for employment or assignment.

1. **Subsequent Arrest/Conviction** - If an individual granted access to criminal justice information is subsequently arrested and/or convicted, access shall be suspended immediately until the matter is reviewed by the LASO to determine if continued access is appropriate. Such determination shall be recorded in writing, signed, dated, and maintained with the individual's file. In the event that the LASO has the arrest/conviction, the Superintendent (if not the designated LASO) shall make the determination. If the Superintendent is also the designated LASO, the determination shall be made by the Director of Safety and Security Assistant Superintendent [insert designated administrator]; except that, as noted in D(1)(a), individuals with a felony conviction of any kind will have their access indefinitely suspended.
2. **Public Interest Denial** - If the LASO determines that access to criminal justice information by any individual would not be in the public interest, access shall be denied whether that person is seeking access or has previously been granted access. Such decision and reasons shall be in writing, signed, dated, and maintained in the individual's file.
3. **Approval for Access** - All requests for access to criminal justice information shall be as specified and approved by the LASO. Any such designee must be a direct employee of the District. The District must maintain a readily accessible list that includes the names of all LASO approved personnel with access to criminal justice information, as well as the reason for providing each individual access. This list shall be made available to the Michigan State Police upon request.
4. **Notification of Termination of Employment/Access or Transfer/Re-assignment** - When an employee's access or employment is terminated, or if the duties for accessing criminal justice information

have been transferred or re-assigned to another individual, the Director of Human Resources [designated individual] shall be notified promptly in writing. The individual responsible for the termination or transfer/re-assignment shall directly notify the Director of Human Resources [designated individual].

5. **Termination of Employment/Access** – Within twenty-four (24) hours of the termination of employment, all access to criminal justice information shall be terminated immediately for that individual, such as requiring the individual to return any keys or access cards to buildings, offices, and/or files, or closing the individual's account and/or blocking access to any systems containing such information at the District.
6. **Transfer/Re-assignment** – When an individual who has been granted access to criminal justice information has been transferred or re-assigned to other duties, the LASO shall determine whether continued access is necessary and appropriate. If not, ~~the LASO/he~~ shall take such steps as necessary to block further access to such information within the twenty-four (24) hour period immediately following the transfer or reassignment. If such access is not necessary and appropriate, steps to eliminate the individual's access will be taken immediately, such as requiring the individual to return any keys or access cards to buildings, offices, and/or files, or closing the individual's account and/or blocking access to any systems containing such information at the District.

F. Media Protection

Access to digital and physical media in all forms, which contains criminal history background information provided by the Michigan State Police through the statutory record check process, is restricted to authorized individuals only. Only individuals involved in the hiring determination of both District employees and volunteers shall be authorized to access digital and physical media containing CHRI.

1. **Media Storage and Access** – All digital and physical media shall be stored in a physically secure location or controlled area, such as a locked office, locked cabinet, or other similarly secure area(s) which can only be accessed by authorized individuals. If such security cannot be reasonably provided, then all digital CHRI background data shall be encrypted. Access to such media will be secured at all times when not in use or under the supervision of an authorized individual. Digital media shall be stored on a District or School server and unless encrypted, shall be maintained in a lockable filing cabinet, drawer, closet, office, safe, vault, etc. Storage on a third party server, such as cloud service, is not permitted. Storage of digital media must conform to the requirements in AG 8321 and must be encrypted. Physical media will be stored within individual records when feasible, or by itself when necessary, and will be maintained in a lockable filing cabinet, drawer, closet, office, safe, vault, etc.
2. **Media Transport** – Digital and physical media shall only be transported upon sufficient justification approved by the LASO. Digital and physical media shall be protected when being transported outside of a controlled area. Only authorized individuals shall transport the media. Physical media (e.g. printed documents, printed imagery, etc.) shall be transported using a locked container, sealed envelope, or other similarly secure measure. To the extent possible, digital media (e.g., hard drives and removable storage devices such as disks, tapes, flash drives, and memory cards) shall be either encrypted and/or be password protected during the transport process. The media shall be directly delivered to the intended person or destination and shall remain in the physical control and custody of the authorized individual at all times during transport. Access shall only be allowed to an authorized individual.
3. **Media Disposal/Sanitization** – When the CHRI background check is no longer needed, the media upon which it is stored shall either be destroyed or sanitized. The LASO and the Superintendent shall approve in writing the media to be affected. This record shall be maintained by the LASO during the individual's active employment plus an additional six (6) years. **[Note: the regulations do not specify a specific period for maintaining this information. This time period is suggested based on the State of Michigan's background information retention schedule and will likely cover most statutes of limitation limitation and can be retained in digital format.]**
 - a. **Digital Media** - Sanitization of the media and deletion of the data shall be accomplished by either overwriting at least three (3) times or by degaussing, prior to disposal or reuse of the media, but optical media (such as CDs and DVDs) will be physically destroyed. If the media is inoperable or will not be reused, it shall be destroyed by shredding, cutting, or other suitable method to assure that any data will not be retrievable.
 - b. **Physical Media** – Disposal of documents, images, or other type of physical record of the criminal history information shall be cross-cut shredded or incinerated. Physical security of the documents and their information shall be maintained during the process by authorized individuals. Documents may

not be placed in a wastebasket or burn bag for unauthorized individuals to later collect and dispose of.

All disposal/sanitization shall be either conducted or witnessed by authorized personnel to assure that there is no misappropriation of, or unauthorized access to, the data to be deleted. Written documentation of the steps taken to sanitize or destroy the media shall be maintained for ten (10) years, and must include the date as well as the signatures of the person(s) performing and/or witnessing the process. (See also, AG 8321.)

4. **Personal Mobile Devices** – A personally owned mobile device (mobile phone, tablet, laptop, etc.) ~~or a personally owned digital media device~~ shall not be authorized to access, process, store or transmit criminal justice information unless the District has established and documented the specific terms and conditions for personally owned mobile devices through a Mobile Device Management (MDM) system. An MDM is not required when receiving CHRI from an indirect access information system (i.e., the system provides no capability to conduct transactional activities on State and national repositories, applications, or services).

5. CHRI Background Check Consent and Documentation

All individuals requested to complete a fingerprint-based CHRI background check must execute Michigan State Police Form RI-088A at the time of application and be notified fingerprints will be used to check the criminal history records of the FBI, prior to completing a fingerprint-based CHRI background check. The most current and unaltered Livescan form (RI-030) will satisfy this requirement and must be retained. Individuals subject to a fingerprint-based CHRI background check shall be provided the opportunity to complete or challenge the accuracy of the individual's criminal history record.

Some type of documentation identifying the position for which a fingerprint-based CHRI background check has been obtained must be retained for every CHRI background check conducted, such as the "Agency User Agreement" (RI-087), an offer letter, employment agreement, new hire checklist, employment contract, volunteer background check form, etc.

6. Controlled Area/Physical Protections

All CHRI obtained from the Michigan State Police pursuant to the statutorily required background checks shall be maintained in the ~~Director of Human Resources's locked cabinet and office area, physically secure and controlled area~~ [insert designated location, such as the Principal's, Human Resources, or other such office], which is a physically secure and controlled area. The following security precautions will apply to the controlled area:

- a. Limited unauthorized personnel access to the area during times that criminal justice information is being processed or viewed.
- b. The controlled area shall be locked at all times when not in use or attended by an authorized individual.
- c. Information systems devices (e.g., computer screens) and physical documents, when in use, shall be positioned to prevent unauthorized individuals from being able to access or view them.
- d. Encryption shall be used for digital storage of criminal justice information. (See AG 8321.)

7. Passwords (Standard Authentication)¹

All authorized individuals with access to computers or systems where processing is conducted or containing criminal justice information must have a unique password to gain access. This password shall not be used for any other account to which the individual has access and shall comply with the following attributes and standards:

- a. at least eight (8) characters long on all systems
- b. not be a proper name or a word found in the dictionary
- c. not be the same as the user identification
- d. not be displayed when entered into the system (must use feature to hide password as typed)

- e. not be transmitted in the clear outside of the secure location used for criminal justice information storage and retrieval
- f. must expire and be changed every ninety (90) days
- g. renewed password cannot be the same as any prior ten (10) passwords used (See also, AG 8321)

8. Security Awareness Training

All individuals who are authorized by the District to have access to criminal justice information or to systems which store criminal justice information shall have basic security awareness training as part of initial training for new users prior to accessing CJI and annually thereafter, and when required by system changes or within thirty (30) days of any security event for individuals involved in the event. within six (6) months of initial assignment/authorization and every two (2) years thereafter. LASOs require enhanced training on the specific duties and responsibilities of those positions and the impact those positions have on the overall security of information systems.

Training is a role-based security and privacy training for personnel with the following roles:

- a. **Basic Role:** All individuals with unescorted access to a physically secure location. (Not typical for NCJAs)
- b. **General Role:** All personnel with access to CJI. This level is designed for people who have physical and logical access to CJI.
- c. **Privileged Role:** This level is designed for all information technology personnel including system administrators, security administrators, network administrators, etc. More access is needed than a general user, but not an assigned LASO. (i.e., CHRISS Administrator)
- d. **Security Role:** This level is designed for personnel with the responsibility to ensure the confidentiality, integrity, and availability of CJI and the implementation of technology in a manner compliant with the CJISSECPOL. (i.e., LASO)

The training shall, to the extent possible, be received through a program approved by the Michigan State Police. A template of the training is provided on the Michigan State Police's website. At a minimum, the training shall comply with the standards established by the U.S. Department of Justice and Federal Bureau of Investigation for Criminal Justice Information Services. (See AG 8321.) A record shall be kept current of all individuals who have completed the security awareness training.

9. Secondary Dissemination of Information

If criminal history background information received from the Michigan State Police is released to another authorized agency under the sharing provision designated by the revised school code, a log of such releases shall be maintained and kept current for all dissemination outside of the CHRISS system indicating:

- a. the date of release;
- b. record disseminated;
- c. method of sharing;
- d. agency personnel that shared the CHRI;
- e. the agency to which the information was released;
- f. the name of the individual recipient at the agency; and
- g. whether authorization was obtained.

A log entry need not be kept if the receiving agency/entity is part of the primary information exchange agreements between the District and the Michigan State Police. A release form consenting to the sharing of CHRI shall be maintained at all relevant times.

If CHRI is received from another District or outside agency, an Internet Criminal History Access Tool (ICHAT) background check shall be performed to ensure the CHRI is based on personal identifying information, including the individual's name, sex, and date of birth, at a minimum.

Incident Handling and Responses

The District shall establish operational incident handling procedures for instances of an information security breach. Information security incidents are major incidents that significantly endanger the security or integrity of CHRI. The District will identify responsibilities for information security incidents and include how and who to report such incidents to. The District will ensure appropriate security incident capabilities exist and should incorporate the lessons learned from ongoing incident handling activities. The District will ensure procedures exist and are implemented for a follow-up action of a security breach and for the collection of evidence in cases of legal action. All individuals with direct or indirect access to CHRI shall be trained on how to handle an information security incident, and such training will be included within the provided awareness and training. Information system security incidents shall be tracked using Form CJIS-016 and documented on an ongoing basis. Incident-related information may be obtained from audit monitoring, network monitoring, physical access monitoring, and user/administrator reports. The LASO shall maintain completed security incident reporting forms for three (3) years or until legal action (if warranted) is complete, whichever timeframe is greater. The District shall implement steps for incident handling capabilities, for both digital and physical CHRI media. Incident response testing will be conducted annually using the following tests: tabletop or walk-through exercises, simulations, or other agency appropriate tests. At a minimum, the following will be implemented:

	Physical - Hard Copy CHRI	Digital - Digitally Saved CHRI
1. Preparation	The CHRI container will be locked at all times in the business office where it is stored. The office must be locked when the office staff is not present. {List name of video system if you have one.}	Firewalls, virus protection, and/or malware/spyware protection shall be implemented and maintained to prevent unauthorized access or intrusion of the information systems.
2. Detection	Unauthorized activities or physical intrusions to the building shall be monitored by building alarm or video surveillance. Doors must be locked and checked at night.	Electronic intrusions shall be monitored and detected by the firewalls, virus protection, and/or malware/spyware protection software.
3. Analysis	The LASO will work with police authorities to determine how the incident occurred and what data was affected.	The LASO shall work with the IT department to determine what systems or data were compromised and affected.
4. Containment	The LASO shall lock uncompromised CHRI information in a secure container, or transport CHRI to a secure area.	The IT department shall stop the spread of any intrusion of the information systems and prevent further damage.
5. Eradication	The LASO shall work with law enforcement to remove any threats and compromised CHRI data.	The IT department shall remove the intrusion of the information systems before restoring the system. All steps necessary to prevent recurrence shall be taken before restoring the system.
6. Recovery	The Police shall handle and/or oversee the recovery of stolen CHRI media. The LASO may contact MSP for assistance in re-fingerprinting if necessary.	The IT department shall restore the agency information system and media to a safe environment.

When an incident involving the security of CHRI or systems with access to CHRI is discovered, the following procedures shall be followed:

A. The LASO shall be notified immediately. All personnel are required to report suspected incidents to the LASO immediately, but not to exceed one (1) hour after discovery. As such, personnel who become aware of an incident or believe an incident has occurred should report to the following individuals, in order:

1. LASO
2. Director of Information Technology [Designated Title]
3. Director of School Security [Designated Title]
4. Superintendent [Designated Title]

B. The breach shall be assessed (including determination of whether notification to individuals is needed, assessment of the extent of the harm, and identification of applicable privacy requirements) and steps taken to correct the situation:

1. access shall be stopped for any unauthorized user;
2. media shall be secured;
3. systems shall be shut down as necessary to avoid further exposure to unauthorized access or dissemination of CHRI;
4. such other steps are deemed necessary by the LASO or authorized personnel involved in assessing the incident.

C. All necessary information regarding the security breach and District responses shall be recorded, analyzed, and preserved, including who was involved in taking incident response measures.

D. The LASO shall be responsible for filing the incident report with the MSP using the CJIS-016. Completed CJIS-016 forms shall be retained on an ongoing basis to meet policy requirements for tracking.

The LASO shall monitor MSP information/guidance on incident reports and train authorized users with access to CHRI on detection and response to security incidents.

E. Mobile Device - Incident Handling and Response

1. The LASO shall be notified immediately.
2. The breach shall be assessed and steps taken to correct the situations:
 - a. access shall be stopped immediately, and remotely if necessary, for any authorized user;
 - b. media shall be secured and steps taken to identify how the incident occurred and what systems or data were compromised or affected;
 - c. systems shall be shut down as necessary to avoid further exposure to unauthorized access or dissemination of CJI;
 - d. such other steps as are deemed necessary by the LASO or authorized personnel involved in assessing the incident.
3. All necessary information regarding the security breach and District responses shall be recorded, analyzed, and preserved, including who was involved in taking incident response measures.
4. Steps shall be taken to restore the device and media to a safe environment.
5. The LASO shall be responsible for filing the incident report with the MSP using form CJIS-016. A copy of the completed form shall be retained and produced to MSP upon request.

When a device is lost the District shall document and indicate how long the device has been lost. Special reporting procedures for mobile devices shall apply in any of the following situations:

a. for a lost device, report if the owner:

1. believed the device was locked;
2. believed the device was unlocked;
3. could not validate the device's locked state¹;

b. for a total loss of a device, report if:

1. CHRI was stored on the device;
2. the device was locked or unlocked;
3. capable of remote tracking or wiping of device¹;

c. report any compromise of a device when the intrusion occurs while still in the owner's possession¹d. report any compromise outside of the United States¹**F. Collection of Evidence**

Where an information security incident involves legal action against the District or an individual (either civil or criminal), evidence shall be collected, retained, and presented in accordance with the rules of evidence of the relevant jurisdiction(s). ~~For criminal matters, the Village of Fowlerville Police Department Law enforcement agency shall be contacted for evidence collection. For civil matters, Thru Law (designated legal counsel) will be contacted for evidence collection.~~

¹Applicable to districts that maintain CHRI within a digital system of records, such as a digital database, filing system, record-keeping software, spreadsheets, etc. Not applicable if CHRI kept solely via e-mail and/or paper copies.

© Neolia ~~2024/2024~~

Legal

Ref: Criminal Justice Information Services - Security Policy (Version 5.6, 2017);

U.S. Dept. of Justice and Federal Bureau of Investigation

Noncriminal Justice Agency Compliance Audit Review, Michigan State Police, Criminal Justice Information Center, Audit and Training Section

Conducting Criminal Background Checks, Michigan State Police, Criminal Justice Information Center

Book Policy Manual

Section Vol. 38, No. 1 - September 2023

Title Vol. 38, No. 1 - September 2023 Revised ONLINE/BLENDED LEARNING PROGRAM

Code po2370.01

Status

Adopted August 8, 2017

Revised Policy - Vol. 38, No. 1

2370.01 - ONLINE/BLENDED LEARNING PROGRAM

The District shall provide eligible students the option of participating in online or blended learning courses. The purpose of the program is to make instruction available to eligible students using online and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program.

A. Definitions

1. **Online Learning** - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
2. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the classroom, with a teacher, and in part through Internet-connected learning environments with some degree of student control over time, location, and pace of instruction.

B. Program Eligibility

The District shall offer a program for students in:

- ☐ K through twelve (12).
- ☒ Grades six (6) through twelve (12).
- ☐ Grades _____.

The District may offer a full-time or part-time program for grades nine (9) through twelve (12) students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

C. Student Eligibility

1. ~~Students eligible for the District online/blended learning program must meet at least one (1) of the following conditions:~~
 - a. ~~The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.~~
 - b. ~~The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.~~

2. ~~Only students enrolled in grades six (6) through twelve (12) are eligible to enroll in an Online Learning course. Students in grades K through five (5) are only eligible to participate in Blended Learning Courses.~~

D. Course Availability and Access

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one (1) of the following:
 - a. (☒) Online Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.
 - b. () Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
 - c. () Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
2. The District shall enroll an eligible student in up to two (2) online courses as requested by the student during an academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18), except that permission shall not be required if the course is being provided as permitted by M.C.L. 388.1621f(14), which allows a district to provide online instruction for not more than fifteen (15) days per school year under specific circumstances.
3. A student may enroll in more than two (2) virtual courses in a specific academic term, semester, or trimester if both of the following conditions are met:
 - a. The District has determined that it is in the best interest of the student.
 - b. The student agrees with the recommendation of the District.
4. The District will provide two (2) or fewer courses per semester in grades K through five (5) and one (1) or more courses per semester in grades six (6) through twelve (12). If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-O- B shall be followed and seat time waivers obtained.
5. An eligible student may enroll in an online course published in the District online course syllabus, as described in section 8 below, or the State-wide catalog of online courses maintained by the Michigan Virtual University/virtual university.
6. The District may deny a student enrollment in an online course if any of the following apply, as determined by the District:
 - a. The student is enrolled in any of grades K to five (5).
 - b. The student has previously gained the credits provided from the completion of the online course.
 - c. The online course is not capable of generating academic credit.
 - d. The online course is inconsistent with the remaining graduation requirements or career interests of the student.
 - e. The student has not completed the prerequisite coursework for the requested virtual course or has not demonstrated proficiency in the prerequisite course content does not possess the prerequisite knowledge and skills to be successful in the online course or has demonstrated failure in previous online coursework in the same subject.
 - f. The online course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student in finding to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.
 - g. The cost of the virtual course causes the District to exceed the target foundation allowance percentage.
 - h. The request for a virtual course enrollment was not made in the academic term, semester, trimester, or summer preceding the enrollment. This subsection does not apply to a request made by a student

Who is newly enrolled in the District

- i. If a student is denied enrollment in an online course by the District, the student may appeal the denial by submitting a letter to the **Assistant Superintendent** _____. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The **Assistant Superintendent** _____ shall respond to the appeal within five (5) days after it is received. If the **Assistant Superintendent** _____ determines that the denial of enrollment does not meet one (1) or more of the reasons specified in this subsection 4(B) vii, the District shall allow the student to enroll in the online course.

7. An online learning student shall have the same rights and access to technology in his/her District's school facilities as all other students enrolled in that District.
8. If a student successfully completes an online course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the online course title as it appears in the online course syllabus.
9. The enrollment of a student in one (1) or more online courses shall not result in a student being counted as more than 1.0 full-time equivalent student under this act.

E. Nonresident Applicants

1. The District shall determine whether or not it has the capacity to accept applications for enrollment from nonresident applicants in online courses and may use that limit as the reason for refusal to enroll an applicant.
2. If the number of nonresident applicants eligible for acceptance in an online course does not exceed the capacity of the District to provide the online course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.
3. If the number of nonresident applicants exceeds the District's capacity to provide the online course, the District shall use a random draw system.
4. The District shall determine whether or not it has the capacity to accept applications for enrollment from nonresident applicants in online courses and may use that limit as the reason for refusal to enroll an applicant.

F. Requirements Specific to Online Learning Courses

To offer an online course, the District must:

1. Provide the Michigan **Virtual University** virtual university with the course syllabus in a form and method prescribed by the Michigan **Virtual University** virtual university for inclusion in a State-wide online course catalog.
2. Provide on its publicly accessible website a link to the course syllabi for all of the online courses offered by the District, as described in section 8, and a link to the State-wide catalog of online courses maintained by the Michigan **Virtual University** virtual university.
3. Assign to each student a teacher of record.
4. Offer the online course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

G. Online Course Syllabus

The District must publish an online course syllabus for each online course offered. The online course syllabus must include:

1. An alignment document showing how the course meets applicable State academic standards addressed in an online course.

2. Online course content outline.
3. Online course required assessments.
4. Online course prerequisites.
5. Expectations for actual teacher contact time with the online learning student and other student-to-teacher communications.
6. Academic support available to the online learning student.
7. Online course learning outcomes and objectives.
8. ~~Name of the institution or organization providing the online content.~~
9. Name of the institution or organization providing the ~~teacher of record/online instructor.~~
10. ~~The course titles assigned by the provider and the course titles and course codes from the National Center for Education Statistics school codes for the exchange of data.~~
11. Number of eligible nonresident students that will be accepted by the District in the online course. ~~This may include limited enrollment to students enrolled in the District.~~
12. Results of the online course quality review using the guidelines and model review process published by the Michigan ~~Virtual University/virtual university.~~

M.C.L. 388.1621f

~~Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1621f~~

~~Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1622f~~

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M.C.L. 388.1621f

Michigan Department of Education Guidance on Best Practices as Defined in M.C.L. 388.1621f

Book	Policy Manual
Section	Vol. 39, No. 1 - September 2024 MI
Title	Vol. 39, No. 1 - September 2024 Technical Correction SMALL UNMANNED AIRCRAFT SYSTEMS
Code	po7440.03
Status	
Adopted	January 7, 2020
Last Revised	April 9, 2024

Technical Correction - Vol. 39, No. 1

7440.03 - SMALL UNMANNED AIRCRAFT SYSTEMS

[] [OPTION 1]

The Board prohibits the operation of small Unmanned Aircraft Systems (~~§~~sUAS~~§~~), commonly known as drones, at any time on property owned, leased, or contracted for by the Board by any individual, whether the individual is employed by the District or not.

The Board also prohibits the operation of a sUAS (~~§~~drone~~§~~) on property owned, leased, or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (~~§~~MHSAA~~§~~). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

Any individual who violates this policy () may be () shall be **[END OF OPTION]** referred to local law enforcement.

[END OF OPTION 1]

[OR]

~~[X]~~ [OPTION 2]

The Board prohibits the operation of small Unmanned Aircraft Systems (~~§~~sUAS~~§~~) at any time by any individual who is not employed by the District, as well as by any District staff member or administrator who is not expressly authorized to do so by the Superintendent, on property owned, leased, or contracted for by the Board.

The Board also prohibits the operation of a sUAS (~~§~~drone~~§~~) on property owned, leased, or contracted for by the Board during District-sponsored contests (including scrimmages and previews), practices, tournaments, and activities under the auspices of the Michigan High School Athletic Association (~~§~~MHSAA~~§~~). District officials may deny admission or entry to anyone attempting to use a sUAS until the event has been completed. Any exceptions to this prohibition must be approved in advance by the Superintendent.

To be authorized to operate a drone on property owned, leased, or contracted for by the Board, a staff member or administrator must have a Remote Pilot Certificate issued by the Federal Aviation Administration (~~§~~FAA~~§~~). Further, the drone must be registered with the FAA and properly marked in accordance with 14 C.F.R. Part 107.

A staff member or administrator authorized to operate a drone on property owned, leased, or contracted for by the Board, must also comply with all rules set forth in 14 C.F.R. Part 107. (See AG ~~7440.03~~)

Failure to adhere by all rules set forth in 14 C.F.R. Part 107 and AG ~~7440.03~~ may result in loss of authorization to operate a drone on property owned, leased, or contracted for by the Board, referral to local law enforcement, and/or further disciplinary action, up to and including termination.

[END OF OPTION 2]

[END OF OPTIONS]

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86 FR 4314

14 C.F.R. Part 107

Appendix G

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of PROHIBITION OF REFERRAL OR ASSISTANCE
Code	po2410
Status	
Adopted	January 7, 2020

2410 - PROHIBITION OF REFERRAL OR ASSISTANCE

In accordance with Michigan statute, any school official, member of the Board of Education, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion. Any school official, member of the Board, or employee of the Board who violates this policy is subject to disciplinary action.

Any alleged violation of this policy shall be reported to the Superintendent, who shall follow the procedures set out in Policy 1439, Policy 3139, Policy 4139 or the current negotiated bargaining agreement, whichever is applicable, to investigate the allegation. If the allegation relates to a school official, member of the Board, or employee of the Board to whom Policy 1439, Policy 3139, Policy 4139 or a current negotiated bargaining agreement does not apply, the Superintendent shall conduct an investigation, as appropriate to the situation, including providing the person with reasonable notice and the opportunity to respond. All disciplinary measures available under Board Policy 1439, Policy 3139 or Policy 4139 may be utilized, as appropriate, if the Superintendent determines that a violation of this policy occurred.

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Legal M.C.L. 388.1766

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of REPRODUCTIVE HEALTH AND FAMILY PLANNING
Code	po2414
Status	
Adopted	August 8, 2017
Last Revised	November 14, 2023

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

The Board of Education directs that instruction be provided on the principal modes by which dangerous communicable diseases, including HIV and AIDS, are spread and the best methods for the restriction and prevention of these diseases. The instruction shall stress that abstinence from sex is the only protection that is 100% effective against unplanned pregnancy and sexually transmitted diseases, including HIV and AIDS, and that abstinence is a positive lifestyle for unmarried young people.

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or the legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

The Board accepts as policy the guidelines entitled "Sex Education Guidelines including Reproductive Health and Family Planning" established by the Michigan Department of Education. A copy shall be available for inspection in the Board office.

Each person who teaches K to 12 students about human immunodeficiency virus infection and acquired immunodeficiency syndrome shall have training in human immunodeficiency virus infection and acquired immunodeficiency syndrome education for young people. Licensed health care professionals who have received training on human immunodeficiency virus infection and acquired immunodeficiency syndrome are exempt from this requirement.

For a class in which the subjects of family planning or reproductive health are discussed, the District shall notify the parents of the fact that the student will be enrolled in the course and notify the parents about the content of the instruction. Parents shall be given prior opportunity to review the materials to be used (other than tests) and shall be advised in advance of the parents' right to have their child excused from the instruction. The District shall notify the parents, in advance of the instruction and about the content of the instruction, give the parents an opportunity, prior to instruction, to review the materials to be used (other than tests), as well as the opportunity to observe the instruction, and advise the parents of their right to have their child excused from the instruction.

Before any revisions to the curriculum on the subjects taught pursuant to M.C.L. 380.1169 are implemented, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1507.

Revised 1/9/18

Revised 1/7/20

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Legal	M.C.L. 380.1169, 380.1507, 388.1766 A.C. Rule 388.273 et seq.
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Book	Policy Manual
Section	For the Board 38-2
Title	Copy of SEX EDUCATION
Code	po2418
Status	
Adopted	January 7, 2020

2418 - SEX EDUCATION

In accordance with the Michigan statute, the Board of Education authorizes instruction in sex education. Such instruction may include family planning, human sexuality, and the emotional, physical, psychological, hygienic, economic, and social aspects of family life. Instruction may also include the subjects of reproductive health and the recognition, prevention, and treatment of sexually transmitted diseases.

The instruction described in this policy shall stress that abstinence from sex is a responsible and effective method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease and is a positive lifestyle for unmarried young people.

Such instruction shall be elective and not a requirement for graduation.

A student shall not be enrolled in a class in which the subjects of family planning or reproductive health are discussed unless the student's parent or guardian is notified in advance of the course and the content of the course, is given a prior opportunity to review the materials to be used in the course and is notified in advance of his or her life parents/guardians right to have the student excused from the class. The Michigan Board of Education shall determine the form and content of the notice required in this policy.

Upon the written request of a student or the student's parent or legal guardian, the student shall be excused, without penalty or loss of academic credit, from attending a class described in this policy. If a parent or guardian submits a continuing written notice, the student will not be enrolled in a class described in this policy unless the parent or guardian submits a written authorization for that enrollment.

The District shall provide the instruction by teachers qualified to teach health education. ~~not in Material and Instruction in sex education curriculum shall be age appropriate, medically accurate, and shall comply with the statutory requirements of M.C.L. 380.1507b~~

The Board shall establish a sex education advisory board and shall determine terms of service for the sex education advisory board, the number of members to serve on the advisory board, and a membership selection process that reasonably reflects the District's population. The Board shall appoint two (2) co-chairs for the advisory board, at least one (1) of whom is a parent of a child attending a District school. At least one-half (1/2) of the members of the sex education advisory board shall be parents who have a child attending a District school, and a majority of these parent members shall be individuals who are not employed by a District. The sex education advisory board shall include students of the District, educators, local clergy, and community health professionals. Written or electronic notice of a sex education advisory board meeting shall be sent to each member at least two (2) weeks before the date of the meeting.

The sex education advisory board shall:

- A. Establish program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases. Additional program goals and objectives may be established by the sex education advisory board that are not contrary to Michigan law.
- B. Review the materials and methods of instruction used and make recommendations to the Board for implementation. The advisory board shall take into consideration the District's needs, demographics, and trends, including, but not limited to, teenage pregnancy rates, sexually transmitted disease rates, and incidents of student sexual violence and harassment.

C. At least once every two (2) years, evaluate, measure, and report the attainment of program goals and objectives established by the advisory board. The Board shall make the resulting report available to parents in the District.

Before adopting any revisions in the materials or methods used in instruction under this policy, including, but not limited to, revisions to provide for the teaching of abstinence from sex as a method of preventing unplanned or out-of-wedlock pregnancy and sexually transmitted disease, the Board shall hold at least two (2) public hearings on the proposed revisions. The hearings shall be held at least one (1) week apart and public notice of the hearings shall be given in the manner required for Board meetings. A public hearing held pursuant to this section may be held in conjunction with a public hearing held pursuant to M.C.L. 380.1169.

Each person who provides instruction to K to 12 students in accordance with this policy shall receive training based on District approved standards and in accordance with training requirements of the Michigan Department of Education (MDE) and the Michigan Department of Health and Human Services (MDHHS).

No person shall dispense or otherwise distribute in a District school or on District school property a family planning drug or device. Additionally, any school official, member of the Board, or employee of the Board who is not the parent or legal guardian of the student involved is prohibited from referring a student for an abortion or assisting a student in obtaining an abortion.

For purposes of this policy, "family planning" means the use of a range of methods of fertility regulation to help individuals or couples avoid unplanned pregnancies; bring about wanted births; regulate the intervals between pregnancies, and plan the time at which births occur in relation to the age of parents. It may include the study of fetology. It may include marital and genetic information. Clinical abortion shall not be considered a method of family planning, nor shall abortion be taught as a method of reproductive health.

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M.C.L 380.1507. 380.1169. 388.1766

Book	Policy Manual
Section	Vol. 38, No. 2 - February 2024
Title	Vol. 38, No. 2 - February 2024 Technical Correction PROFESSIONAL STAFF EVALUATION
Code	po3220
Status	
Adopted	January 19, 2016
Last Revised	February 6, 2024

Technical Correction Policy - Vol. 38, No. 2

3220 - PROFESSIONAL STAFF EVALUATION

The Board of Education, through the powers derived from the School Code and other relevant statutes, is responsible for the employment and discharge of all personnel. To carry out this responsibility, with involvement of professional staff, the Board delegates to the Superintendent the function of establishing and implementing a rigorous, transparent, and fair performance evaluation system that does at least all of the following:

- A. evaluates the employee's job performance in a year-end evaluation, while providing timely and constructive feedback

Teachers rated highly effective or, as of July 1, 2024, effective on the three (3) most recent consecutive year-end evaluations may be evaluated every other year or, as of July 1, 2024, every third year, at the District's discretion.

- B. establishes clear approaches to measuring student growth and provides professional staff with relevant data on student growth

- C. evaluates an employee's job performance, using rating categories of highly effective, effective, minimally effective, and ineffective prior to July 1, 2024 and using rating categories of effective, developing, and needing support as of July 1, 2024, which take into account student growth and assessment data or student learning objectives

Before the 2024-2025 school year, forty percent (40%) of the annual year-end evaluation shall be based on student growth and assessment data. Beginning in the 2024-2025 school year, twenty percent (20%) of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics. **[DRAFTING NOTE: The statute now requires that the metrics be agreed upon through collective bargaining, but this is not required to be in policy.]**

Evaluations must also comply with the following:

1. The portion of a teacher's year-end evaluation that is not based on student growth and assessment data or student learning objective metrics shall be based primarily on a teacher's performance as measured by the District.
2. Prior to July 1, 2024, for core content areas in grades and subjects in which state assessments are administered, fifty percent (50%) of student growth must be measured using the state assessments, and the portion of student growth not measured using state assessments must be measured using multiple research-based growth measures or alternative assessments that are rigorous and comparable across schools within the District. Student growth also may be measured by student learning objectives or nationally normed or locally adopted assessments that are aligned to state standards, or based on achievement of individualized education program goals.
3. Prior to July 1, 2024, the portion of a teacher's evaluation that is not measured using student growth and assessment data or using the evaluation tool developed or adopted by the District shall incorporate criteria enumerated in section M.C.L. 380.1248(1)(b)(i) to (iii) that are not otherwise evaluated under the tool. (See

Policy 3131) After July 1, 2024, the portion of a teacher's evaluation that is not measured using student growth and assessment data or student learning objectives metrics, or using the evaluation tool developed or adopted by the District, must be based on objective criteria.

4. Prior to July 1, 2024, if there are student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent three (3) consecutive-school-year period. If there are ~~not~~ student growth and assessment data available for a teacher for at least three (3) school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.
5. As of July 1, 2024, the following apply: Evaluations and feedback concerning the evaluation must be provided in writing to the teacher; if a written evaluation is not provided, the teacher is deemed effective; if required by circumstances described in M.C.L. 380.1249, a teacher must be designated as unevaluated; and if a teacher receives an unevaluated designation, the teacher's rating from the immediately prior school year must be used.

D. uses the evaluations, at a minimum, to inform decisions regarding all of the following:

1. the effectiveness of employees, so that they are given ample opportunities for improvement
2. prior to July 1, 2024, promotion, retention, and development of employees, including providing relevant coaching, instruction support, or professional development, and after July 1, 2024, development of employees, including providing relevant coaching, instruction support, or professional development
3. prior to July 1, 2024, whether to grant tenure or full certification, or both, to employees, using rigorous standards and streamlined, transparent, and fair procedures
4. prior to July 1, 2024, removing ineffective tenured and untenured employees after they have had ample opportunities to improve, and providing that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures

E. provides a mid-year progress report for every teacher who is in the first year of probation or has received a rating of minimally effective or ineffective or, after July 1, 2024, needing support or developing on the most recent year-end evaluation

This mid-year report shall supplement and not replace the year-end evaluation. The mid-year report shall:

1. prior to July 1, 2024, be based, at least in part, on student achievement;
2. be aligned with the teacher's individualized development plan;
3. include specific performance goals and any recommended training for the remainder of the school year, as well as written improvement plan developed in consultation with the teacher that incorporates the goals and training.

F. includes classroom observations in accordance with the following:

1. must include review of the lesson plan, State curriculum standards being taught, and student engagement in the lesson and, as of July 1, 2024, the items described in this paragraph must be discussed during a post-observation meeting between the observer and the teacher
2. must include multiple observations unless the teacher has received an effective or higher rating on the last two (2) year-end evaluations
3. observations need not be for an entire class period but, as of July 1, 2024 must not be less than fifteen (15) minutes
4. one (1) observation may be unscheduled
5. the school administrator responsible for the teacher's performance evaluation shall conduct at least one (1) of the observations

Other observations may be conducted by other observers who are trained in the use of the evaluation tool as described below. These other observers may be teacher leaders.

6. the District shall ensure that, within thirty (30) calendar days after each observation, the teacher is provided with written feedback from the observation

G. for the purposes of conducting annual year-end evaluations under the performance evaluation system, **[must select one (1) option below]**

☒ the District will adopt and implement one (1) or more of the evaluation tools for teachers that are included on the list established and maintained by the Michigan Department of Education ("MDE")

☐ the District will use its local evaluation tool(s) for teachers or modifications of an evaluation tool on the list, which must comply with H., below

The evaluation tool(s) shall be used consistently among the schools operated by the District so that all similarly situated teachers are evaluated using the same evaluation tool.

H. the District will post on its public website all of the following information about the measures it uses for its performance evaluation system for teachers:

1. The research base for the evaluation framework, instrument, and process or, if the District adapts or modifies an evaluation tool from the MDE list, the research base for the listed evaluation tool and an assurance that the adaptations or modifications do not compromise the validity of that research base.
2. The identity and qualifications of the author or authors or, if the District adapts or modifies an evaluation tool from the MDE list, the identity and qualifications of a person with expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.
3. Either evidence of reliability, validity, and efficacy or a plan for developing that evidence or, if the District adapts or modifies an evaluation tool from the MDE list, an assurance that the adaptations or modifications do not compromise the reliability, validity, or efficacy of the evaluation tool or the evaluation process.
4. The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators.
5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans.
6. A description of the plan for providing evaluators and observers with training.

I. the District shall also:

1. provide training to teachers on the evaluation tool(s) used by the District in its performance evaluation system and how each evaluation tool is used

This training may be provided by a district or by a consortium consisting of the District, the intermediate school district, or a public school academy.

2. ensure that training is provided to all evaluators and observers

The training shall be provided by an individual who has expertise in the evaluation tool or tools used by the District, which may include either a consultant on that evaluation tool or framework or an individual who has been trained to train others in the use of the evaluation tool or tools. The District may provide the training in the use of the evaluation tool or tools if the trainer has expertise in the evaluation tool or tools.

3. by not later than September 1, 2024, and every three (3) years thereafter, each individual who conducts an evaluation shall complete rater reliability training provided by the District that complies with M.C.L. 380.1249

The staff evaluation program shall aim at the early identification of specific areas in which the individual professional staff member needs help so that appropriate assistance may be provided or arranged for. A supervisor offering suggestions for improvement to a professional staff member shall not release that professional staff member from the responsibility to improve. If a professional staff member, after receiving a reasonable degree of assistance, fails to perform assigned responsibilities in a satisfactory manner, dismissal or non-renewal procedures may be invoked. A teacher rated as

ineffective or, as of July 1, 2024, needing support on three (3) consecutive year-end evaluations must be dismissed from employment as a teacher with the District. In such an instance, all relevant evaluation documents may be used in the proceedings.

Prior to July 1, 2024, if a non-probationary teacher is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the Superintendent. The request for a review must be submitted in writing within twenty (20) days after the teacher is informed of the rating. Upon receipt of the request, the Superintendent shall review the evaluation and rating and may make any modifications as appropriate based on review. However, the performance evaluation system shall not allow for a review as described in this subdivision more than twice in a three (3) school-year period.

After July 1, 2024, if a teacher is rated as needing support, the teacher must be provided with the options related to review of the evaluation, including a written response, the ability to request mediation, and when appropriate, utilization of the grievance process or binding arbitration as set out in M.C.L. 380.1248.

The District shall not assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective or, after July 1, 2024, as needing support on the teacher's two (2) most recent annual year-end evaluations. If the District is unable to comply with this and plans to assign a student to be taught in the same subject area for two (2) consecutive years by a teacher who has been rated as ineffective or, after July 1, 2024, as needing support on the teacher's two (2) most recent annual year-end evaluations, the Board will notify the student's parent or legal guardian in writing not later than July 15 immediately preceding the beginning of the school year for which the student is assigned to the teacher, that the District is unable to comply and that the student has been assigned to be taught in the same subject area for a second consecutive year by a teacher who has been rated as ineffective or, as of July 1, 2024, as needing support on the teacher's two (2) most recent annual year-end evaluations. The notification shall include an explanation of why the Board is unable to comply. After July 1, 2024, if a teacher requests a review of the teacher's evaluation under the amendments to the statute, the Board must not issue the notification until the review process is complete.

Evaluations shall be conducted of each professional staff member as stipulated in the Teacher Tenure Act, the revised School Code, a negotiated agreement or contract, the Superintendent's administrative guidelines, and as directed by the Michigan Department of Education. A professional staff member shall be given a copy of any documents relating to the staff member's performance which are to be placed in the personnel file.

This policy shall not deprive a professional staff member of any rights provided by State law or contractual rights consistent with State law.

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M.C.L. 380.1249 (as amended)

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of PURCHASING
Code	po6320
Status	
Adopted	May 2, 2017
Last Revised	February 21, 2023

6320 - PURCHASING

Procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, Board policies, and administrative procedures. Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts are established in Policy 1130, Policy 3110, and Policy 4110 – Conflict of Interest.

All procurement transactions shall be conducted in a manner that encourages full and open competition and in accordance with good administrative practice and sound business judgement.

Each ~~year~~ year the State of Michigan informs the School of the legal amount for purchases which require a formal bidding process of a single item. This shall include purchased services.

It is the policy of the Board that the Superintendent shall seek informal price quotations on purchases that are under the amount allowed by State statute for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the School.

Purchases in a single transaction that are in excess of the dollar amount permitted by State statute shall require competitive bids and, whenever possible, have at least three (3) such bids for substantiation of purchase and shall require approval of the Board prior to purchase.

Competitive Bids

Competitive bids are not required for items purchased through the cooperative bulk purchasing program operated by the Michigan Department of Management and Budget pursuant to M.C.L. 18.1263.

Competitive bids by a third party, known as cooperative purchasing, will constitute a competitive bid for the purpose of Policy 6320. The Superintendent shall, whenever possible, require three (3) competitive price quotations.

Bids shall be sealed and shall be opened by the Superintendent/designee in the presence of at least one (1) witness. All orders or contracts should be awarded to the lowest responsible bidder; however, consideration can be given to:

- A. the quality of the item(s) to be supplied and its conformity with specifications;
- B. vendor experience;
- C. vendor financial standing;
- D. past performance of vendor.

Bid Protest

A bidder who wishes to file a bid protest must file such notice and follow procedures prescribed by the Request For Proposals (RFP) or the individual bid specifications ~~package~~ for resolution. Bid protests must be filed in writing with the Office of the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

General Provisions

The Superintendent is authorized to purchase all items within budget allocations.

The Superintendent is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the school in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the school, the Superintendent may estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Before placing a purchase order, the Superintendent shall check as to whether the proposed purchase is subject to bid, whether sufficient funds exist in the budget, and whether the material might be available elsewhere in the school. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. opportunity be provided to as many responsible suppliers as possible to do business with the school;
- B. where the requisitioner has recommended a supplier, the Superintendent may make alternate suggestions to the requisitioner if, in the Superintendent's judgment, better service, delivery, economy, or utility can be achieved by changing the proposed order;
- C. upon the placement of a purchase order, the Superintendent/designee shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The Superintendent shall determine the amount of purchase which shall be allowed without a properly signed purchase order. Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment as defined in law by lease, by installment payments, by entering into lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the terms of such a purchase.

Procurement – Federal Grants

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (34 CFR 80.36) for the administration and management of Federal grants and ~~Federally funded~~ federally-funded programs. The District shall maintain a compliance system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of this policy and administrative guidelines (AG 6320A).

Cross References

606350

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M.C.L. 380.1267, 380.1274 et seq.

Book Policy Manual

Section For the Board 38-2

Title Copy of NEW SCHOOL CONSTRUCTION, RENOVATION

Code po6321

Status

Adopted May 2, 2017

6321 - NEW SCHOOL CONSTRUCTION, RENOVATION

Before commencing construction of any new school building or the major renovation of an existing school building, the Board of Education shall consult on the plans for construction or major renovation regarding school safety issues with the law enforcement agency that is the first responder for the school building at issue. For purposes of this paragraph, school building means any building intended to be used to provide instruction to students and any recreational or athletic structure or field intended to be used by students.

Before beginning construction of a new school building, or an addition, ~~repair~~ or renovation of an existing school building, except emergency repairs, the Board of Education shall obtain competitive bids on all the material and labor required for the complete construction of a proposed new building or addition to or repair or renovation of an existing school building which exceeds the State statutory limit.

This policy does not apply to buildings, renovations, or repairs costing less than the statutory limit or to repair work normally performed by District employees.

The Board shall advertise for the bids required under subsection:

- A. By placing an advertisement for bids at least once in a newspaper of general circulation in the area where the building or addition is to be constructed or where the repair or renovation of an existing building is to take place and by posting an advertisement for bids for at least two (2) weeks on the Department of Management and Budget ~~website~~ website on a page on the website maintained for this purpose or on a website maintained by a school organization and designated by the Department of Management and Budget for this purpose.
- B. By submitting the request for bids for placement on the Michigan Department of Management and Budget's website for school organizations, including a link to the District's website.
- C. The advertisement for bids shall do all of the following:
 1. specify the date and time by which all bids must be received by the Board at a designated location;
 2. state that the Board will not consider or accept a bid received after the date and time specified for bid submission;
 3. identify the time, date, and place of a public meeting at which the Board or its designee will open and read aloud each bid received by the Board by the date and time specified in ~~the~~ advertisement;
 4. state that the bid shall be accompanied by a sworn and notarized statement disclosing any familial relationship that exists between the owner or any employee of the bidder and any member of the Board or the Superintendent of the District. A Board shall not accept a bid that does not include this sworn and notarized disclosure statement.
- D. The Board shall require each bidder for a contract under this ~~policy~~ policy to file with the Board security in an amount not less than ~~one-twentieth (1/20) 1/20~~ of the amount of the bid conditioned to secure the District from loss or damage by reason of the withdrawal of the bid or by the failure of the bidder to enter a contract for performance, if the bid is accepted by the Board.

- E. The Board shall not open, consider, or accept a bid that the Board receives after the date and time specified for bid submission in the advertisement for bids as described in subsection C of this policy.
- F. At a public meeting identified in the advertisement for bids described in subsection C of this policy, the Board or its designee shall open and read aloud each bid that the Board received at or before the time and date for bid submission specified in the advertisement for bids. The Board may reject any or all bids, and if all bids are rejected, shall readvertise in the manner required by this policy.

The Board may consider and provide a preference to bidders which use a Michigan-based business as the primary contractor or which use one (1) or more Michigan-based business(es) as subcontractors.

For purposes of this ~~preference~~ preference a Michigan-based business means a business that would qualify for a Michigan preference for procurement contracts under M.C.L. 18.1268, which requires that the ~~business certifies~~ ~~that businesses certify that since inception or during the last twelve (12) months, months, the business~~ ~~it~~ has done ~~one (1)~~ one of the following:

1. ~~have~~ filed a Michigan business tax return showing an allocation of income tax base to Michigan
2. ~~have~~ filed a Michigan income tax return showing income generated in or attributed to Michigan
3. withheld Michigan income tax from compensation paid to the bidder's owners and remitted the tax to the Michigan Department of Treasury

This preference shall not apply to any procurement or project using Federal funds, nor shall it be used if it would violate any Federal law or requirements.

- G. The competitive bid threshold amount specified in this policy is adjusted each year by multiplying the amount for the immediately preceding year by the percentage by which the average consumer price index for all items for the twelve (12) months ending August 31st of the year in which the adjustment is made differs from that index's average for the twelve (12) months ending on August 31st of the immediately preceding year and adding that product to the maximum amount that applied in the immediately preceding year, rounding to the nearest whole dollar. The current exempt amount must be confirmed with the Michigan Department of Education prior to issuing contracts for construction, renovation, or repair which exceed the amount listed in this policy.

Cross References:

po63501

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M.C.L. 380.1267

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of PROCUREMENT - FEDERAL GRANTS/FUNDS
Code	po6325
Status	
Adopted	May 2, 2017
Last Revised	March 5, 2024

6325 - PROCUREMENT - FEDERAL GRANTS/FUNDS

Procurement of all supplies, materials, equipment, and services paid for from Federal funds or District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board of Education policies, and administrative procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 CFR 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320 and AG 6320A.

~~When required by Federal program legislation, all~~ Federally-funded contracts in excess of \$2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1130, Policy 3110 and Policy 4110 - Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

- A. unreasonable requirements on firms in order for them to qualify to do business;
- B. unnecessary experience and excessive bonding requirements;
- C. noncompetitive contracts to consultants that are on retainer contracts;
- D. organizational conflicts of interest;

E. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement; and

F. any arbitrary action in the procurement process.

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract; or (3) when all other considerations are equal, preference is given to local merchants.

Solicitation Language

The District shall require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall utilize the following methods of procurement:

A. Micro-purchases

Procurement by micropurchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$10,000. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

B. Small Purchases

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold allowed by State statute. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

C. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to more than the amount allowed by Michigan statute and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed the amount allowed by Michigan statute.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. a complete, adequate, and realistic specification or purchase description is available;
2. two (2) or more responsible bidders are willing and able to compete effectively for the business; and
3. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.
3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.
5. The Board reserves the right to reject any or all bids for sound documented reason.

D. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
2. Proposals shall be solicited from an adequate number of sources.
3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. the item is available only from a single source
2. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation
3. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District
4. after solicitation of a number of sources, competition is determined to be inadequate

Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Time and Materials Contracts

The District uses a time and materials type contract only (1) after a determination that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Superintendent shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 CFR Part 180 Subpart G)

Debarment is an action taken by the Superintendent to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 CFR chapter 1). A person so excluded is debarred. (2 CFR Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over \$25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 CFR Part 180 Subpart C)

Bid Protest

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the awarding agency.

A bidder who wishes to file a bid protest shall file such notice and follow procedures prescribed by the Request For Proposals (RFPs) or the individual bid specifications package, for resolution. Bid protests shall be filed in writing with the Superintendent within seventy-two (72) hours of the opening of the bids in protest.

Within five (5) days of receipt of a protest, the Superintendent shall review the protest as submitted and render a decision regarding the merits of the protest and any impact on the acceptance and rejection of bids submitted. Notice of the filing of a bid protest shall be communicated to the Board and shall be so noted in any subsequent recommendation for the acceptance of bids and awarding of contracts.

Failure to file a notice of intent to protest, or failure to file a formal written protest within the time prescribed, shall constitute a waiver of proceedings.

Maintenance of Procurement Records

The District maintains records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price (including a cost or price analysis).

Revised 3/3/20

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2 C.F.R. 200.317 - .326

Book Policy Manual

Section For the Board 38-2

Title Vol. 38, No. 2 - February 2024 New PREVAILING WAGE

Code po6350

Status

New Policy - Vol. 38, No. 2

6350 - PREVAILING WAGE

☒] The Superintendent shall designate a ~~Prevailing Wage Coordinator~~ ~~The Director of Finance~~ for the District who shall be tasked with ensuring compliance with State and Federal regulations concerning prevailing wage rate. **[END OF OPTION]**

[DRAFTING NOTE: If a District selects the above option, the District should also select "Prevailing Wage Coordinator" in the two (2) options below. If the District did not select the above option, select "Superintendent" in the two (2) options below. As a reminder, Superintendent includes the Superintendent's designee by definition. See po0100.]

The () Superintendent (☒) ~~Prevailing Wage Coordinator~~ ~~The Director of Finance~~ **[END OF OPTION]** shall oversee the District's obligations under M.C.L. 480.1101, et seq. including, but not limited to, ensuring the following:

- A. A contract for a State Project, entered into pursuant to advertisement and invitation to bid, which requires or involves the employment of Construction Mechanics shall not be approved unless the wage and fringe benefits rate in the contract are not less than the prevailing rates in the Locality in which the work is to be performed.
- B. Before advertising for bids on a State Project, the () Superintendent (☒) ~~Prevailing Wage Coordinator~~ ~~The Director of Finance~~ **[END OF OPTION]** shall ask the Commissioner to determine the prevailing rates of wages and fringe benefits for all classes of Construction Mechanics called for in the contract.
- C. A schedule of these rates shall be made part of the specifications for the work to be performed and shall be printed on the bidding forms.
- D. If a contract is not awarded or construction is not undertaken within ninety (90) days of the date of the Commissioner's determination of prevailing rates, the Commissioner must make a redetermination before the contract is awarded.
- E. Every contractor and subcontractor must fulfill its obligations under the statute relating to prevailing wages on State Projects.
- F. Every contract for a State Project must contain the statutory language providing that Construction Mechanics are intended beneficiaries of the contractual prevailing wage, fringe benefit, and non-discrimination, non-retaliation requirements, and provide that any Construction Mechanic aggrieved by the failure of a contractor or subcontractor to pay prevailing wages or benefits as specified in the contract or retaliation associated therewith, may bring an action in a court of competent jurisdiction against the contractor or subcontractor for damages or injunctive relief along with other remedies prescribed by statute.
- G. The District shall maintain certified payroll records and other records required by law for a minimum of three (3) years.

Contracts on State Projects which contain provisions regarding payment of prevailing wages as determined by the United States Secretary of Labor or which contain minimum wage schedules which are the same as prevailing wages in the Locality as determined by collective bargaining agreements or understandings between bona fide organizations of Construction Mechanics and their employers are exempt from the above requirements.

Additionally, the above requirements do not apply to a State Project if it was paid for, in whole or in part, from revenues from a millage that was authorized under the revised school code, if the millage was authorized before February 13, 2024.

Definitions

Commissioner means the Department of Labor and Economic Opportunity.

Construction Mechanic means a skilled or unskilled mechanic, laborer, worker, helper, assistant, or apprentice working on a State Project but shall not include executive, administrative, professional, office, or custodial employees.

Locality means the county, city, village, township, or school district in which the physical work on a State Project is to be performed.

State Project means new construction, alteration, repair, installation, painting, decorating, completion, demolition, conditioning, reconditioning, or improvement of public buildings, schools, works, bridges, highways, or roads authorized by a contracting agent.

M.C.L. 480.1101, et seq.

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M.C.L. 480.1101, et seq.

Book	Policy Manual
Section	For the Board 38-2
Title	Copy of PAYROLL DEDUCTIONS
Code	po6520
Status	
Adopted	May 2, 2017

6520 - PAYROLL DEDUCTIONS

The Board of Education authorizes in accordance with the provisions of law or upon proper authorization on the appropriate form that deductions be made from an employee's paycheck form for the following purposes:

- A. Federal and State Income tax
 - B. Social Security
 - C. Municipal income tax
 - D. Public School Employees Retirement System
 - E. Michigan Public School Employment Retirement System (MPERS) Tax Deferred Payment (TDP) plan
 - F. ~~other legally permissible deductions established through an applicable collective bargaining agreement~~
 - G.
 - H. direct deposit in a chartered credit union and/or bank
-
- I. contributions to charitable corporations, not-for-profit, and community fund organizations as allowed by administrator
 - J. payment of group insurance premiums for a plan in which at least ten percent (10%) of the District employees participate
 - K. payment for benefits of part-time employees who elect to participate in benefits provided to full-time staff
 - L. court ordered judgments

~~Deductions are not allowed for dues or service fees for a labor organization or for contributions to political action committees.~~

To the extent permitted by law and in accordance with the procedures set forth below, the Board of Education declares its willingness to enter into an agreement with any of its employees whereby the employee agrees to take a reduction in salary with respect to amounts earned after the effective date of such agreement in return for the Board's agreement to use a corresponding amount to purchase an annuity for such employee (or group of employees desiring the same annuity company) from any company authorized to transact the business as specified in law in accordance with Section 403(b) of the Internal Revenue Code, and in accordance with the District's administrative guidelines. However, it shall be clearly understood that the Board's only function shall be the deduction and remittance of employee funds.

In any case where the employee designates the agent, ~~broker, broker~~ or company through whom the Board shall arrange for the placement or purchase of the tax-sheltered annuity, the agent, ~~broker, broker~~ or company must execute a reasonable service agreement, an information sharing agreement, and/or other similar agreements as determined at the discretion of the District. The service agreement shall include a provision that protects, indemnifies, and holds the District harmless from any liability attendant to procuring the annuity in accordance with provisions of the Internal Revenue Code and other applicable Federal or State law.

The Board may limit the number of participating providers and select approved providers.

The Board, by providing employees with payroll deduction services for annuities, is not providing any financial advice to employees, and is not vouching for the suitability of any investment or any annuity provider. The District assumes no responsibility or liability for any investment decisions or losses with respect to employee annuity purchases.

Said agreement shall comply with all of the provisions of law and may be terminated as said law provides upon notice in writing by either party. Employees shall notify the Superintendent's Office in writing if they wish to participate in such a program.

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M.C.L. 380.1224, 408.477; 423.210 (2012 P.A. 53)

M.E.A. v. Secretary of State, (on rehearing) 489 Mich. 104 (2011)

Mich. OAG 7187 (2006)