



*Regular
Board Meeting*

Board Room

August 18, 2025



Fruitport Community Schools
BOARD OF EDUCATION MEETING
Board Room
3255 E. Pontaluna Rd, Fruitport 49415
Monday, August 18, 2025 - 7:00 p.m.

I. CALL to ORDER

II. PLEDGE of ALLEGIANCE

III. ROLL CALL

IV. APPROVAL OF AGENDA

V. PRESENTATIONS

VI. COMMUNICATIONS

1. THF Fruitport Development LP – Michigan Tax Tribunal Petition
2. Community Choice Credit Union – Michigan Tax Tribunal Petition

VII. SUPERINTENDENT/ADMINISTRATIVE REPORTS

1. November 4, 2025 Bond Proposal Discussion
 - i. FOCUS Newsletter: Bond Edition
 - ii. Updated Bond Proposal Website

VIII. REMARKS FROM THE PUBLIC*

IX. CONSENT AGENDA

1. Approval of Bill Listing (attachment IX-1)

<u>Fund</u>	<u>Amount</u>
General Fund:	\$870,221.26
Other Funds:	
Early Childhood Center	\$46.00
Food Service	\$31,135.52
Cooperative Education (ISD) – Tech Millage	\$65,146.17
Credit Cards (All Funds)	\$230,101.00
Total Bill List:	\$1,196,649.95

2. Acceptance of July 2025 General Fund Financial Report (attachment IX-2)
3. Acceptance of July 2025 Investments Report (attachment IX-3)
4. Approval of Personnel Report (includes confirmation of new hires, resignations, retirees, and transfers) (attachment IX-4)
5. Approval of Regular Meeting Minutes from July 21, 2025 (attachment IX-5)

X. GENERAL BOARD BUSINESS

1. November 4, 2025 Bond Proposal Ballot Preview Attorney Approval – Muskegon
2. 2025 – 2026 District Course Offerings / Muskegon County Virtual Academy Course Offerings (attachment X-2)

XI. BUSINESS & FINANCE COMMITTEE REPORTS & RECOMMENDATIONS

JB Meeuwenberg, Chairperson

- ~~1. Report of Committee Meeting held July 14, 2025 (attachment XI-1)~~

No Committee meeting was held on August 11, 2025 due to a lack of agenda items for the meeting.

XII. PERSONNEL COMMITTEE REPORTS & RECOMMENDATIONS

Steve Kelly, Chairperson

1. Report of Committee Meeting held August 11, 2025 (attachment XII-1)
2. Superintendent's Contract Discussion

XIII. STUDENT AFFAIRS COMMITTEE REPORTS & RECOMMENDATIONS

Tim Burgess, Chairperson

1. Report of Committee Meeting held August 11, 2025 (attachment XIII-1)
2. Thrun Law Firm Policy Updates – June 2025; Second Reading (attachment XIII-2)

XIV. BOARD MEMBER REPORTS AND DISCUSSIONS

XV. AGENDA ITEMS FOR FUTURE MEETINGS

The Board will need to confirm the following tentative dates and times:

1. Business & Finance Committee Meeting: September 8, 2025 at 5:00 p.m.
2. Personnel Committee Meeting: September 8, 2025 at 5:30 p.m.
3. Student Affairs Committee Meeting: September 8, 2025 at 4:30 p.m.
4. Board of Education Regular Meeting: September 15, 2025 at 7:00 p.m.

XVI. REMARKS FROM THE PUBLIC*

XVII. ADJOURNMENT

*Time is provided for members of the audience to address the Board of Education regarding any topic including items on the agenda. The Board is providing two opportunities for the public to comment during the meeting. The first is for people who wish to bring issues to the Board of Education for board consideration. At the end of the meeting, the Board will provide a brief opportunity for community members to comment on activities and/or discussion that took place during the Board meeting. Time limits may be placed if a large number of individuals would like to address the Board.

Note: Upon request to the Superintendent, the District shall make reasonable accommodation for a person with disabilities to be able to participate in this meeting.



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

MARLON I. BROWN, DPA
DIRECTOR

THF Fruitport Dev LP,
Petitioner,

MICHIGAN TAX TRIBUNAL

v

MTT Docket No.: 25-001718

Township Of Fruitport,
Respondent.

NOTICE OF DOCKET NUMBER

TAKE NOTICE that an Entire Tribunal petition has been filed and the above-noted docket number has been assigned to that petition. This docket number **shall be noted on the petition and the petition shall be served within 45 days of the issuance of this notice**, as required by TTR 227 and MCL 205.735a, even if the petition was served when filed. A proof of service shall also be filed with the Tribunal within 45 days of the issuance of this notice evidencing the service of the petition.

If you submitted a proof of service with the petition, you must still serve the petition and file a second proof of service including the docket number, pursuant to this notice. Failure to serve the petition and file a proof of service within 45 days of the issuance of the notice may result in the dismissal of this case.

Under TTR 235(1), "[t]he respondent shall file an answer or responsive motion within 28 days after the date of service of the petition with noted docket number." Failure to do so will result in Respondent being placed in default.

The docket number also needs to be noted on all other documents submitted in this case. Further, the assignment of the docket number does not mean that the Tribunal has authority over the petition or that the petition complies with statutory requirements or the Tribunal's rules.

By: Tribunal Clerk

Entered: July 22, 2025

PROOF OF SERVICE

I certify that a copy of the foregoing was sent on the entry date indicated above to the parties or their attorneys or authorized representatives, if any, utilizing either the mailing or email addresses on file, as provided by those parties, attorneys, or authorized representatives.

By: Tribunal Clerk



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

ORLENE HAWKS
DIRECTOR

THF Fruitport Dev LP,
Petitioner,

MICHIGAN TAX TRIBUNAL

v

MOAHR Docket No. 25-001718

Fruitport Charter Township,
Respondent.

ENTIRE TRIBUNAL PROPERTY TAX PETITION

1. Property Parcel No: 61-15-785-000-0002-00
(If more than one parcel is at issue, attach a completed Multiple Parcel Petition Form addressing all other parcels at issue.)
2. The property identified above is ☒ real ☐ personal.
3. If more than one parcel of real property is under appeal, are the properties contiguous? ☐ Yes ☐ No. (If no, separate Petitions are required for each non-contiguous parcel.)
4. Are all of the parcels of personal property located on a parcel of real property under appeal? ☐ Yes ☐ No. (If no, separate Petitions are required for each parcel of personal property not located on a parcel of real property under appeal.)
5. If parcels of personal property are under appeal, when were the personal property statements filed by parcel number (attach additional page if necessary):
6. The property identified above is classified as Commercial
7. If the assessment or assessments at issue were protested, the protest was made to Respondent's ☐ March ☐ July ☐ December Board of Review.
8. If a protest was required and no protest was made, list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the assessment or assessments at issue (attach additional page if necessary):

9. If the appeal was not submitted by the deadline for the filing of an appeal for the classification or classifications of the properties at issue (i.e., May 31 or July 31 of the tax year involved), list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the assessment or assessments at issue (attach additional page if necessary):

10. The property or properties at issue are located in Muskegon County. The property or properties' address is:

1745 E. Sherman Blvd.
Muskegon MI 49444

11. The assessment or assessments at issue were established by the (applicable local governmental unit): Fruitport Charter Township

12. Petitioner's legal residence or principal office address is:

8676 W. 96th St., Suite 100
Overland Park, KS 66212

13. This appeal involves issues relating to the (check all that are applicable):

☒ the property or properties' true cash and taxable values
☐ the property or properties' taxable value only
If the property or properties' taxable value is at issue, is there a dispute as to the value of an addition or loss? ☐ Yes ☐ No
☐ uniformity of the property or properties' assessment
☐ the property or the properties' exemption from ad valorem taxation under MCL ☐

14. The tax year(s) at issue are: 2025

15. If more than the current tax year is being appealed, list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the prior tax year or years (attach additional page if necessary):

--

16. The values for the property identified above as established by Respondent's Board of Review are:

Tax Year	True Cash Value	Assessed Value	Taxable Value
2025	7436200	3718100	3718100

17. Petitioner contends that the values for the property identified above are:

Tax Year	True Cash Value	State Equalized Value	Taxable Value
2025	6093800	3046900	3046900

18. The values in dispute for the property identified above are:

Tax Year	True Cash Value	State Equalized Value	Taxable Value
2025	1342400	671200	671200

19. Petitioner requests the following relief (attach additional page if necessary):

We respectfully request that the taxable value and assessed value of this parcel be corrected to \$3046900 with the true cash value \$6093800.

20. List the separate and specific facts upon which Petitioner relies to support the relief requested (attach additional page if necessary):

Our request is supported by using the income approach to value which is the most pertinent approach to correlate to the subjects' appropriate true cash value.

MOAHR Docket No. 25-601718
Page 4 of 4

Signature of Petitioner's Authorized Representative or, *if none*, Petitioner:

B. J. C.

Email Address: bthomas@integritytax.com

Mailing Address:

6615 Brotherhood Way
Fort Wayne, IN 46825

Telephone Number: 260-637-8899

Date: 5/29/2025

STATE OF MICHIGAN
DEPARTMENT OF LICENSING & REGULATORY AFFAIRS
MICHIGAN ADMINISTRATIVE HEARING SYSTEM
MICHIGAN TAX TRIBUNAL

THF Fruitport Dev LP
Petitioner(s)

MTT Docket No. 25-001718

v

Fruitport Charter Township,
Respondent(s)

PROOF OF SERVICE

Teresa Beerman of Integrity Tax Consulting states that on July 23, 2025, **on behalf of Brian Thomas**, she served a copy of the Notice of Docket Number and Property Tax Petition relative to the above-captioned matter upon:

Via Certified Mail:

Fruitport Charter Township
Assessor
5865 Airline Rd.
Fruitport, MI 49415

Fruitport Charter Township
Clerk
5865 Airline Rd.
Fruitport, MI 49415

Bradley J. Fisher (P64608)
SCHOLTEN FANT
Attorneys for Respondent
100 North Third Street
PO Box 454
Grand Haven, MI 49417-0454

Via First-Class Mail:

Michigan Tax Tribunal
PO Box 30232
Lansing, MI 48909

MTT Docket No. 25-001718

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Muskegon County Equalization
173 E Apple Ave.
Muskegon, MI 49442
MTT Docket No. 25-001718

Muskegon County Clerk
1903 Marquette Ave
Suite A104
Muskegon, MI 49442

Fruitport Community Schools
Secretary
3255 Pontaluna Rd.
Fruitport, MI 49415

State Treasurer
Michigan Department of Treasury
430 W Allegan
Lansing, MI 48922


Teresa Beerman

[Signature of person who is serving/mailing copy]
Teresa Beerman, Integrity Tax Consulting
tbeerman@integritytax.com
6615 Brotherhood Way
Ft. Wayne, IN 46825



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

MARLON I. BROWN, DPA
DIRECTOR

Community Choice Credit Union,
Petitioner,

MICHIGAN TAX TRIBUNAL

v

MTT Docket No.: 25-002674

Township Of Fruitport,
Respondent.

NOTICE OF DOCKET NUMBER

TAKE NOTICE that an Entire Tribunal petition has been filed and the above-noted docket number has been assigned to that petition. This docket number **shall be noted on the petition and the petition shall be served within 45 days of the issuance of this notice**, as required by TTR 227 and MCL 205.735a, even if the petition was served when filed. A proof of service shall also be filed with the Tribunal within 45 days of the issuance of this notice evidencing the service of the petition.

If you submitted a proof of service with the petition, you must still serve the petition and file a second proof of service including the docket number, pursuant to this notice. Failure to serve the petition and file a proof of service within 45 days of the issuance of the notice may result in the dismissal of this case.

Under TTR 235(1), "[t]he respondent shall file an answer or responsive motion within 28 days after the date of service of the petition with noted docket number." Failure to do so will result in Respondent being placed in default.

The docket number also needs to be noted on all other documents submitted in this case. Further, the assignment of the docket number does not mean that the Tribunal has authority over the petition or that the petition complies with statutory requirements or the Tribunal's rules.

By: Tribunal Clerk

Entered: July 9, 2025

PROOF OF SERVICE

I certify that a copy of the foregoing was sent on the entry date indicated above to the parties or their attorneys or authorized representatives, if any, utilizing either the mailing or email addresses on file, as provided by those parties, attorneys, or authorized representatives.

By: Tribunal Clerk



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

MARLON I. BROWN, DPA
DIRECTOR

Community Choice CU - 5180 Harvey St LLC
Petitioner(s)

MICHIGAN TAX TRIBUNAL

v

MTT Docket No. 25-002674

Township of Fruitport (Muskegon)
Respondent(s)

(Amended)

ENTIRE TRIBUNAL PROPERTY TAX PETITION

1. Property Parcel No: 15-448-000-0001-01
(If more than one parcel is at issue, attach a completed Multiple Parcel Petition Form addressing all other parcels at issue.)
2. The property identified above is x real ___ personal.
3. If more than one parcel of real property is under appeal, are the properties contiguous? ___ Yes ___ No. (If no, separate Petitions are required for each non-contiguous parcel.)
4. Are all of the parcels of personal property located on a parcel of real property under appeal? ___ Yes ___ No. (If no, separate Petitions are required for each parcel of personal property not located on a parcel of real property under appeal.)
5. If parcels of personal property are under appeal, when were the personal property statements filed by parcel number (attach additional page if necessary):
6. The property identified above is classified as 201 Comm
7. If the assessment or assessments at issue were protested, the protest was made to Respondent's ___ March ___ July ___ December Board of Review.

8. If a protest was required and no protest was made, list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the assessment or assessments at issue (attach additional page if necessary):

9. If the appeal was not submitted by the deadline for the filing of an appeal for the classification or classifications of the properties at issue (i.e., May 31 or July 31 of the tax year involved), list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the assessment or assessments at issue (attach additional page if necessary):

10. The property or properties at issue are located in Muskegon County. The property or properties' address is:

1624 Independence Dr.
Muskegon MI

11. The assessment or assessments at issue were established by the (applicable local governmental unit): Muskegon/Fruitport

12. Petitioner's legal residence or principal office address is:

31155 NORTHWESTERN HWY
FARMINGTON HILLS, MI 48334-2502

13. This appeal involves issues relating to the (check all that are applicable):

☒ the property or properties' true cash and taxable values
☐ the property or properties' taxable value only

If the property or properties' taxable value is at issue, is there a dispute as to the value of an addition or loss? ☐ Yes ☐ No

☐ uniformity of the property or properties' assessment

☐ the property or the properties' exemption from ad valorem taxation under MCL ☐

14. The tax year(s) at issue are: 2025

15. If more than the current tax year is being appealed, list the separate and specific facts upon which Petitioner relies to invoke the Tribunal's authority over the prior tax year or years (attach additional page if necessary):

--

16. The values for the property identified above as established by Respondent's Board of Review are:

Tax Year	True Cash Value	Assessed Value	Taxable Value
2025	1,492,400	746,200	746,200

17. Petitioner contends that the values for the property identified above are:

Tax Year	True Cash Value	State Equalized Value	Taxable Value
2025	1,000,000	500,000	500,000

18. The values in dispute for the property identified above are:

Tax Year	True Cash Value	State Equalized Value	Taxable Value
2025	492,400	246,200	246,200

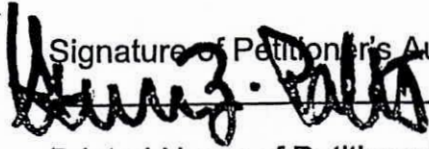
19. Petitioner requests the following relief (attach additional page if necessary):

Reduction of TCV and accordingly AV/TV to more reflect these accurate figures based on comps, condition, income, vacancy, etc.
--

20. List the separate and specific facts upon which Petitioner relies to support the relief requested (attach additional page if necessary):

See attached 2024 professionally prepared BOV (x3), on identical properties

MTT Docket No. 25-002674
Page 4 of 4



Signature of Petitioner's Authorized Representative or, *if none*, Petitioner:

Printed Name of Petitioner's Authorized Representative or, *if none*, Petitioner:
Stephen Polter

Email Address: spolter@polterlaw.com

Mailing Address:
2600 W Big Beaver, Ste L100, Troy, MI 48084

Telephone Number: 248-213-6800

Date: May 25, 2025



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

MARLON I. BROWN, DPA
DIRECTOR

Community Choice Credit Union,
Petitioner,

MICHIGAN TAX TRIBUNAL
ENTIRE TRIBUNAL

v

MTT Docket No. 25-002674

Township Of Fruitport,
Respondent.

ORDER OF DEFAULT

The Tribunal has reviewed the file in the above-captioned case and finds that:

Petitioner failed to submit a multiple parcel petition form. As such, Petitioner must submit a multiple parcel petition form within 14 days of the entry of this order. Tribunal rules and information on Entire Tribunal petitions can be found on our website at www.michigan.gov/taxtrib.

Therefore,

IT IS ORDERED that Petitioner is HELD IN DEFAULT.

IT IS FURTHER ORDERED that the defaulted party shall cure the default, as indicated above, within 14 days of the entry of this order.¹

Failure to comply with this order will result in the defaulted party being required to file a motion to set aside the default (with appropriate filing fee).

By: Patricia L. Halm
Patricia L. Halm, Tribunal Chair

Entered: July 9, 2025

PROOF OF SERVICE

I certify that a copy of the foregoing was sent on the entry date indicated above to the parties or their attorneys or authorized representatives, if any, utilizing either the mailing or email addresses on file, as provided by those parties, attorneys, or authorized representatives.

By: Tribunal Clerk

¹ "A submission by mail is considered filed on the date indicated by the United States Postal Service postmark on the envelope containing the submission. A submission without a postmark or with an illegible postmark is considered filed on the date the submission is received by the tribunal. A submission by commercial delivery service is considered filed on the date the submission is given to the commercial



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LICENSING AND REGULATORY AFFAIRS
LANSING

MARLON I. BROWN, DPA
DIRECTOR

COMMUNITY CHOICE CREDIT UNION,
Petitioner(s)

MICHIGAN TAX TRIBUNAL

v

MTT Docket No. 25-002674

City of Muskegon/Fruitport,
Respondent(s)

ENTIRE TRIBUNAL PROPERTY TAX PETITION

1. Property Parcel No: ~~15-448-000-0001-00~~ (15-448-000-0001-01) ~~not multi~~
(If more than one parcel is at issue, attach a completed Multiple Parcel Petition Form addressing all other parcels at issue.)
2. The property identified above is x real ___ personal.
3. If more than one parcel of real property is under appeal, are the properties contiguous? ___ Yes ___ No. (If no, separate Petitions are required for each non-contiguous parcel.)
4. Are all of the parcels of personal property located on a parcel of real property under appeal? ___ Yes ___ No. (If no, separate Petitions are required for each parcel of personal property not located on a parcel of real property under appeal.)
5. If parcels of personal property are under appeal, when were the personal property statements filed by parcel number (attach additional page if necessary):
6. The property identified above is classified as 201Comm
7. If the assessment or assessments at issue were protested, the protest was made to Respondent's ___ March ___ July ___ December Board of Review.

1624 INDEPENDENCE MUSKEGON, MI 49444 (Property Address)

Parcel Number: 15-448-000-0001-01

Property Owner: 5180 HARVEY ST LLC

Summary Information

> 2 Special Assessments found

> Property Tax information found

Owner and Taxpayer Information

Owner	5180 HARVEY ST LLC	Taxpayer	SEE OWNER
	31155 NORTHWESTERN		INFORMATION
	HWY		
	FARMINGTON HILLS, MI		
	48334		

Amount Due

Current Taxes: **\$30,900.71**

[Pay Now](#)

Legal Description

FRUITPORT CHARTER TOWNSHIP HARVEY STREET VILLAGE CONDOMINIUMS UNIT 1 SEC 22 T9N R16W SUBJ TO MASTER DEED & BYLAWS L/P 3940/711 SUBJ TO AGREEMENT TO GRANT ESMTS L/P 3671/613 SUBJ TO 433 DRAIN DISTRICT L/P 3672/343 SUBJ TO MUNICIPAL UTILITY ESMT L/P 3672/649 SUBJ TO NONEXCLUSIVE ACCESS ESMT L/P 3826/684 SUBJ TO NONEXCLUSIVE STORM WATER DISCHARGE AGREEMENT L/P 3826/685 SUBJ TO ESMT FOR CONSUMERS L/P 4321/825

Other Information

Recalculate amounts using a different Payment Date

You can change your anticipated payment date in order to recalculate amounts due as of the specified date for this property.

Enter a Payment Date

7/9/2025

Recalculate

Tax History

By continuing to use this website you agree to the [BS&A Online Terms of Use](#).

Year	Season	Total Amount	Total Paid	Last Paid	Total Due
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2025 Summer \$30,900.71 \$0.00 **\$30,900.71** [Pay Now](#)

General Information for 2025 Summer Taxes

School District	61080	PRE/MBT	0.0000%
Taxable Value	\$746,200	S.E.V.	\$746,200
Property Class	201 - COMMERCIAL-IMPROVED	Assessed Value	\$746,200

Tax Bill Number	05062	Last Receipt Number	No Data to Display
Last Payment Date	No Data to Display	Number of Payments	0

Base Tax	\$30,594.77	Base Paid	\$0.00
Admin Fees	\$305.94	Admin Fees Paid	\$0.00
Interest Fees	\$0.00	Interest Fees Paid	\$0.00
Total Tax & Fees	\$30,900.71	Total Paid	\$0.00

Renaissance Zone	Not Available	Mortgage Code	Not Available
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Tax Bill Breakdown for 2025 Summer

Taxing Authority	Millage Rate	Amount	Amount Paid
STATE EDUC TAX	6.000000	\$4,477.20	\$0.00
COUNTY OPERATION	5.506900	\$4,109.24	\$0.00
SCHOOL OPERATION	18.000000	\$13,431.60	\$0.00
SCHOOL DEBT	6.900000	\$5,148.78	\$0.00
MAISD OPERATION	0.443700	\$331.08	\$0.00
MAISD SPEC EDUC	2.219400	\$1,656.11	\$0.00
MAISD VOC EDUC	0.965200	\$720.23	\$0.00
MAISD TECHNOLOGY	0.965600	\$720.53	\$0.00
Admin Fees		\$305.94	\$0.00
		\$0.00	\$0.00
	41.000800	\$30,900.71	\$0.00

1/3



Commercial Real Estate Evaluation

Property: 8450 Gratiot Rd, Saginaw, MI 48609

Please Note: This report was completed with the following assumptions.

Market Approach: Market Value

Exposure Time: Typical

Important additional information relating to this report, including use and comparative properties are attached to this report.

Address: 8450 Gratiot Rd, Saginaw, MI 48609

Order ID: 8450892024

Property ID: 28-12-3-26-2001-020

Date of Report: 08/9/2024

APN: 28-12-3-26-2001-020

Property Overview:

Property Type	Retail/Bank	Gross Building Area (GBA)	5,557 SF
Current Use	Retail/Bank	General Property Condition	Good
Projected Use	Retail/Bank	Estimated Exterior Repair Cost	\$0
Occupancy Owner	Team One CU	Estimated Interior Repair Cost	\$0
# of Buildings / Units	1 / 1	Total Estimated Repair	\$0
Average Unit Size	--	Extent of Inspection	Desktop Only
Year Built	2005	Lot Size:	1.42 acres

Condition/Property Comments:

The subject is freestanding retail building located on a main road in the western section of the city of Saginaw. The subject appears to be in good condition. The building is occupied by Team One Credit Union. Attached is additional information regarding the subject in the RPR report.

Neighborhood & Market Data:

Location Type	Urban
Predominant Property Type in Area	Commercial
Typical Property Condition in Area	Good
Predominant Occupancy Owner Occupancy Rate	Stable
Current Market Vacancy Rate	0-5%
Overall Real Estate Values	Stable
Market for this property type	Stable

Neighborhood Comments

The subject's neighborhood is an urban area on the west side of the city of Saginaw. The area is a mix of SFR, commercial, and multi-family properties.

Site Description:

Zoning	B-4	Accessibility/Visibility	Good
Data Source	Public Records	Parking	Sufficient
Zoning Description	Commercial (General)	Subject Use	Legal

Conclusion of Highest and Best Use: Commercial (General)

Site Comments: The subject is located on a main road. The subject is on an outlot of a Meijer. The subject has two curb-cuts from the Meijer parking lot. The subject has good visibility.

Comps Comments: The subject's bank use required searching in a larger market area.

Sold #1: 4850 Bay Rd, Saginaw, MI, 48604

Sale Price: \$725,000

The sold comp is currently a bank building like the subject. The sold comp is an older age built in 1974 to the subject. The sold comp is a similar square footage with 5,451 sf on an outlot like the subject. Additional information regarding the sold comp is attached.

Sold #2: 5420 Gratiot Rd, Saginaw, MI, 48638

Sale Price: \$ 525,000

The sold comp is currently a bank building like the subject. The sold comp is an older age built in 1994 to the subject. The sold comp is a similar square footage with 3,888 sf on 1.07 acres. Additional information regarding the sold comp is attached.

Sold #3: 2300 Midland Rd, Saginaw, MI, 48603

Sale Price: \$ 350,000

The sold comp is currently a bank building like the subject. The sold comp is an older age built in 1976 to the subject. The sold comp is a similar square footage with 3,270 sf on 1.9 acres. Additional information regarding the sold comp is attached.

Price Conclusion:

	<u>As-Is Market Price</u>
Final Price Conclusion	\$750,000
Final Price Conclusion PSF	\$134.96 / PSF
Probable Buyer	User
Estimated Exposure Time	12+ Months
Property Interest	Fee Simple

Conclusion Comments / Summary of Analysis:

The sold comps #1 and #2 were weighted most heavily to estimate the subject's market value. The sold comp #3 price per square foot was lower than the estimate the subject's market.

Broker Information:

Broker Name - Wayne Loebig, CCIM **Company/Brokerage** - Spartan Real Estate Services

Broker Address - 2424 Graystone Dr **Broker City/State** - Okemos MI, 48864

License No - 6502377806

Electronic Signature - *Wayne Loebig*

Disclaimer:

This is a market analysis, not an appraisal and was prepared by a licensed real estate broker or associate broker, not a licensed appraiser. Unless otherwise specifically agreed to in writing: The intended purpose of this report is to assist the account holder in making decisions within the scope of applicable statutory and regulatory requirements and performing required due diligence. This document is provided solely for the use of the account holder and not any other party, is not intended as any guarantee of value and/or condition of the subject property and should not be relied on as such. If this document is found to be defective, incorrect, negligently prepared or unfit for its authorized use, Spartan Real Estate Services in no event shall be responsible to the account holder for any indirect or consequential damages whatsoever. This warranty is in lieu of all other warranties, express or implied, except where otherwise required by law.

2 / 3



Commercial Real Estate Evaluation

Property: 1202 Veterans Dr, Traverse City, MI 49684

Please Note: This report was completed with the following assumptions.

Market Approach: Market Value

Exposure Time: Typical

Important additional information relating to this report, including use and comparative properties are attached to this report.

Address: 1202 Veterans Dr, Traverse City, MI 49684

Order ID: 1202852024

Property ID: 51-606-001-00

Date of Report: 08/5/2024

APN: 51-606-001-00

Property Overview:

Property Type	Office/Bank	Gross Building Area (GBA)	5,652 SF
Current Use	Office/Bank	General Property Condition	Average
Projected Use	Office/Bank	Estimated Exterior Repair Cost	\$0
Occupancy Owner	Team One CU	Estimated Interior Repair Cost	\$0
# of Buildings / Units	1 / 1	Total Estimated Repair	\$0
Average Unit Size	--	Extent of Inspection	Desktop Only
Year Built	1974	Lot Size:	.67 acres.

Condition/Property Comments:

The subject is a two-story bank building located on a main road in the southern section of the city of Traverse City. The subject appears to be in average condition. The building is occupied by Team One Credit Union. Attached is additional information regarding the subject in the RPR report.

Neighborhood & Market Data:

Location Type	Urban
Predominant Property Type in Area	Commercial
Typical Property Condition in Area	Good
Predominant Occupancy Owner Occupancy Rate	Stable
Current Market Vacancy Rate	0-5%
Overall Real Estate Values	Stable
Market for this property type	Stable

Neighborhood Comments

The subject's neighborhood is an urban area on the south side of the city of Traverse City. The area is a mix of SFR, commercial, and multi-family properties.

Site Description:

Zoning	C-2	Accessibility/Visibility	Good
Data Source	Public Records	Parking	Sufficient
Zoning Description	Neighborhood Center	Subject Use	Legal

Conclusion of Highest and Best Use: Banking or office

Site Comments: The subject is located on a hard corner with a traffic light of two main roads. The subject has two curb-cuts on each road. The subject has good visibility.

Comps Comments: The subject's unique banking use required searching in a larger market area.

Sold #1: 1209 E Eighth St, Traverse City, MI **Sale Price:** \$450,000

The sold comp was a commercial property in Traverse City, Michigan, situated on the growing east side of town. Featuring a private parking lot and occupying a corner lot position. The sold comp is a similar age built in 1963 to the subject. The sold comp is a smaller square footage with 2,764 sf on a similar size corner parcel of .36 acres. Additional information regarding the sold comp is attached.

Sold #2: 1114 W South Airport Rd, Traverse City, MI, 49686 **Sale Price:** \$ 599,000

The sold comp was a renovated (2018) bank building like the subject. The sold comp is a similar age built in 1978 to the subject. The sold comp is a smaller square footage with 2,309 sf on a similar size parcel of .47 acres. Additional information regarding the sold comp is attached.

Sold #3: 2029 S Otsego Ave, Gaylord, MI, 49735 **Sale Price:** \$350,000

The sold comp is currently a bank building like the subject. The sold comp is a similar age built in 1985 to the subject. The sold comp is a smaller square footage with 2,250 sf on a larger parcel with 1.27 acres. Additional information regarding the sold comp is attached.

Price Conclusion:

	<u>As-Is Market Price</u>
Final Price Conclusion	\$1,000,000
Final Price Conclusion PSF	\$176.93 / PSF
Probable Buyer	Investor
Estimated Exposure Time	12+ Months
Property Interest	Fee Simple

Conclusion Comments / Summary of Analysis:

The sold comp #3 was weighted most heavily to estimate the subject's market value. The sold comps #1 and #3 price per square foot were lower than the estimate the subject's market. That reflects an increase in market values and the subject's superior market location. The sold comp #2 being renovated newer construction (2018) was considered when adjusting for subject's cost per square foot.

Broker Information:

Broker Name - Wayne Loebig, CCIM **Company/Brokerage** - Spartan Real Estate Services

Broker Address - 2424 Graystone Dr **Broker City/State** - Okemos MI, 48864

License No - 6502377806

Electronic Signature - *Wayne Loebig*

Disclaimer:

This is a market analysis, not an appraisal and was prepared by a licensed real estate broker or associate broker, not a licensed appraiser. Unless otherwise specifically agreed to in writing: The intended purpose of this report is to assist the account holder in making decisions within the scope of applicable statutory and regulatory requirements and performing required due diligence. This document is provided solely for the use of the account holder and not any other party, is not intended as any guarantee of value and/or condition of the subject property and should not be relied on as such. If this document is found to be defective, incorrect, negligently prepared or unfit for its authorized use, Spartan Real Estate Services in no event shall be responsible to the account holder for any indirect or consequential damages whatsoever. This warranty is in lieu of all other warranties, express or implied, except where otherwise required by law.

3/3



Commercial Real Estate Evaluation

Property: 4075 Mccarty Rd, Saginaw, MI, 48603

Please Note: This report was completed with the following assumptions.

Market Approach: Market Value

Exposure Time: Typical

Important additional information relating to this report, including use and comparative properties are attached to this report.

Address: 4075 Mccarty Rd, Saginaw, MI, 48603

Order ID: 40758142024

Property ID: 23-12-4-09-1001-007

Date of Report: 08/14/2024

APN: 23-12-4-09-1001-007

Property Overview:

Property Type	Retail/Bank	Gross Building Area (GBA)	6,842 SF
Current Use	Retail/Bank	General Property Condition	Good
Projected Use	Retail/Bank	Estimated Exterior Repair Cost	\$0
Occupancy Owner	Team One CU	Estimated Interior Repair Cost	\$0
# of Buildings / Units	1/ 1	Total Estimated Repair	\$0
Average Unit Size	--	Extent of Inspection	Desktop Only
Year Built	1996	Lot Size:	2.01 acres

Condition/Property Comments:

The subject is freestanding retail building located on a main road in the western section of the city of Saginaw. The subject appears to be in good condition. The building is occupied by Team One Credit Union. Attached is additional information regarding the subject in the RPR report.

Neighborhood & Market Data:

Location Type	Urban
Predominant Property Type in Area	Commercial
Typical Property Condition in Area	Good
Predominant Occupancy Owner Occupancy Rate	Stable
Current Market Vacancy Rate	0-5%
Overall Real Estate Values	Stable
Market for this property type	Stable

Neighborhood Comments

The subject's neighborhood is an urban area on the west side of the city of Saginaw. The area is a mix of SFR, commercial, and multi-family properties.

Site Description:

Zoning	B-2	Accessibility/Visibility	Good
Data Source	Public Records	Parking	Sufficient
Zoning Description	Commercial (General)	Subject Use	Legal

Conclusion of Highest and Best Use: Commercial (General)

Site Comments: The subject is located on a main road. The subject is close to an intersection with a traffic light. The subject has curb-cuts from an access road on both main roads. The subject has good visibility.

Comps Comments: The subject's bank use required searching in a larger market area.

Sold #1: 3985 N Michigan Ave, Saginaw, MI 48604

Sale Price: \$279,900

The sold comp is a former bank building like the subject. The sold comp is an older age built in 1974 to the subject. The sold comp is similar square footage with 3,485 sf on 1.07 acres. Additional information regarding the sold comp is attached.

Sold #2: 4945 Mackinaw Rd, Saginaw, MI 48603

Sale Price: \$330,000

The sold comp is currently a bank building like the subject. The sold comp is a similar age built in 1997 to the subject. The sold comp is a similar square footage with 4,662 sf on 1.51 acres. Additional information regarding the sold comp is attached.

Sold #3: 2300 Midland Rd, Saginaw, MI, 48603

Sale Price: \$ 350,000

The sold comp is currently a bank building like the subject. The sold comp is an older age built in 1976 to the subject. The sold comp is a similar square footage with 3,270 sf on 1.9 acres. Additional information regarding the sold comp is attached.

Price Conclusion:

	<u>As-Is Market Price</u>
Final Price Conclusion	\$700,000
Final Price Conclusion PSF	\$102.31 / PSF
Probable Buyer	User
Estimated Exposure Time	12+ Months
Property Interest	Fee Simple

Conclusion Comments / Summary of Analysis:

The sold comps #2 and #3 were weighted most heavily to estimate the subject's market value. The sold comp #1 price per square foot was lower than the estimate the subject's market.

Broker Information:

Broker Name - Wayne Loebig, CCIM **Company/Brokerage** - Spartan Real Estate Services

Broker Address - 2424 Graystone Dr **Broker City/State** - Okemos MI, 48864

License No - 6502377806

Electronic Signature - *Wayne Loebig*

Disclaimer:

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FOCUS

A Publication of Fruitport Community Schools



**2025
BOND
PROPOSAL**

VOTE

on or before

NOV 4

INSIDE THIS EDITION:

- Board Calls November Election
- What's Different?
- Proposed Districtwide Bond Projects
- Understanding School Funding
- Bond Funds Use Requirements
- Voter and Election Information
- Understanding the Ballot Proposal
- Debt Tax Rate History and Impact
- Understanding Property Taxes
- Why more classroom spaces?
- Summer Project Updates
- Why Elementary and ECC Programs?
- Creating Accessible Playgrounds
- Beach Elementary Storm Update
- School Enrollment Process
- 2025 - 2026 Calendar and Dates
- Educational Benefits Form
- Bond Frequently Asked Questions
- Required Annual Notices
- School Building Start/End Times

Board Calls November 4, 2025 Election

The District and Board of Education appreciate being part of a community that values education and actively participates in shaping the future of our schools. Thank you to all of those who participated in the May 6, 2025 election. While the bond proposal was narrowly defeated—1,876 yes votes to 1,951 no votes—your feedback has played an important role in informing the next steps.

Following the election, the Board of Education carefully reviewed input from the community. 761 community members responded to the District's community survey. Those results are shared on the District's bond website. At a special meeting on July 10, 2025, the Board of Education approved placing a revised bond proposal on the November 4, 2025 ballot.

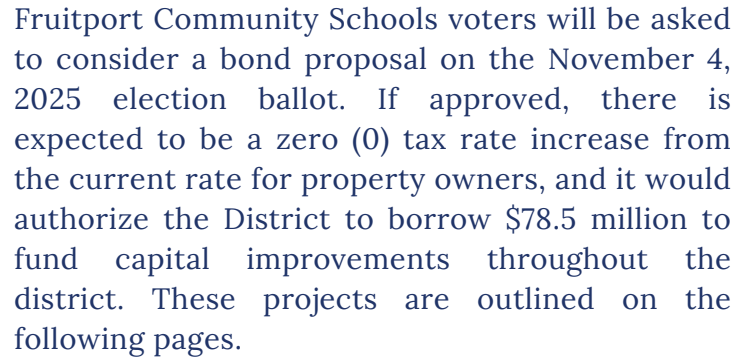
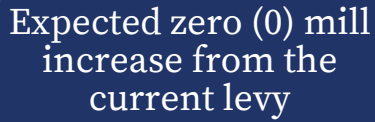
This newsletter, along with the District's bond webpage, will provide updates and information to help our community learn more about the revised proposal. The District and Board remain committed to open communication as we continue planning for the future of Fruitport Community Schools.

What's Different?

- [illegible]

Proposed Districtwide Bond Projects

Building	Safety Upgrades	Playground Accessibility	HVAC Improvements	Roofing	Classrooms and Furniture	Flooring Upgrades
New Edgewood	●	●	●	●	●	●
Early Childhood Center	●	●	●	●	●	●
Beach Elementary	●	●	●	●	●	
Shettler Elementary	●	●	●	●	●	●
Middle School	●		●	●	●	●
Operations and Transportation				●		



The bond proposal would be designed to create safe and modern learning spaces, while improving accessibility to playground spaces and elementary and early childhood experiences for families.

Additionally, the bond proposal would allow the District to address aging systems at the end of their useful life cycle. See the following pages for more information.

The bond proposal would help align learning experiences across the District, in accordance with the Master Facilities Plan.



2025 BOND PROPOSAL



VOTE

on or before

NOV.4

November 2025 Bond Proposal

Project Scope

NEW EDGEDWOOD ELEMENTARY



The bond proposal would include the construction of a new Edgewood Elementary School, and the renovation of a portion of the current Edgewood facility into a dedicated Early Childhood Center. Both buildings will feature safe, modern, and future-ready learning spaces that align with the high-quality updates previously completed at Fruitport High School. These projects align with the long-term Master Facilities Plan.

- New Edgewood Elementary School with a new playground, new parking, and new parent and bus drop off loops.
- Complete remodel of a portion of the current Edgewood Elementary into an ECC; Demo the remaining. Complete remodel, including:
 - HVAC
 - Plumbing (bathrooms)
 - Lighting
 - Roofing
 - Windows
 - Doors
 - Casework
 - Ceilings
 - Flooring
 - Paint
 - Student Furniture
 - Technology
 - Playground
 - Parking

ELEMENTARY & MIDDLE SCHOOL UPDATES



Improvements to our elementary and middle school buildings would include new student furniture, playground upgrades with barrier-free access, and replacement of select exterior doors and windows. Additional projects include roofing updates on the oldest portions of our buildings, partial flooring replacement, new HVAC equipment for the gyms and auditorium at the middle school, and installation of modern fire alarm systems. These updates are designed to enhance comfort, safety, and accessibility for all students and staff.

- Updates to Beach, Shettler, and the Middle School, as outlined below:
- Beach Elementary School
 - New student furniture
 - Playground improvements with barrier free access
 - Roofing at oldest portions
 - HVAC at gym
 - New Fire alarm system
- Shettler Elementary School
 - New student furniture
 - Playground Improvements with barrier free access
 - Select exterior doors and windows
 - Roofing at oldest portions
 - Partial flooring replacement
 - HVAC at gym
 - New fire alarm system

INFRASTRUCTURE IMPROVEMENTS



If approved, bonds would fund facility upgrades to ensure safe, efficient, and updated learning environments. Projects include roofing replacements on the oldest portions of our buildings, HVAC system improvements to enhance air quality and comfort, and upgrades to fire alarm systems for increased safety. Select exterior doors and windows will be replaced to improve security and energy efficiency.

- Fruitport Middle School
 - New student furniture
 - Gym scoreboard and bleachers
 - Select exterior doors and windows
 - Partial flooring replacement
 - HVAC at gym and auditorium
 - Fire alarm
- Operations and Administration
 - Roofing at oldest portions

Understanding how Michigan schools are funded

School funding in Michigan is complex and built on three primary sources: state funding, local property taxes, and federal support. Each plays a unique role in providing the financial resources necessary to operate public schools.

Roughly 60-70% of a district's budget comes from the State through the School Aid Fund (SAF). Most of these funds are distributed through the foundation allowance, which provides a set amount of money per student. This per-pupil amount is determined annually by the State. These funds support everyday operations such as teacher salaries, classroom supplies, utilities, and other essential costs.

Also, the SAF distributes money through categorical grants. These are targeted for specific needs, such as transportation or support for at-risk students. Some grants are automatically provided based on district characteristics, while others require an application. The SAF is funded through state sales taxes, income taxes, lottery proceeds, and other state revenues.

The second-largest funding source comes from property taxes levied at the local and county levels. While property taxes once made up nearly all of a district's funding, a major reform in 1994 (Proposal A) shifted the balance to reduce this burden, and increased the state sales tax to help fund schools.

Today, local operating millages, approved by voters, supplement state funding. However, these millages are generally collected only on non-homestead properties (e.g., businesses, rental properties, second homes).

Districts may also propose sinking funds or bond issues to finance capital projects like building renovations or new construction. These voter-approved taxes apply to all properties, including primary residences, and are used for maintaining and improving school facilities.

Voter approved bond funds may only be used on projects described in the ballot proposal, and can not be used on operational expenses, such as employee salaries and benefits. Bond funds must be kept separate from operating funds, and must be audited by an independent auditing firm.

Lastly, federal funds make up 5-10% of a district's overall budget. These dollars are typically designated for specific programs such as special education, school nutrition, or support for students from low-income households.

Our District remains committed to being good stewards of public funds while providing high-quality education for every student. The audited financial statements and Board approved annual budget can be found on the District's transparency reporting webpage.

Schools are assigned a fiscal indicator score, which is a high level, single digital metric designed to give a quick look at how a school or community is faring fiscally considering changing economic climates. The lower the score, the more fiscally stable. **For four (4) straight years, Fruitport Community Schools has been assigned a fiscal indicator score of zero (0), the best a school can be assigned!**

A bond proposal is how a public school district asks its community to borrow money to pay for capital improvements not covered by other funding sources.

BOND FUNDS USE REQUIREMENTS

Bond funds CAN be used:

- To purchase, erect, complete, remodel, and equip school buildings, structures, athletic fields, playgrounds, or other facilities.
- To acquire, install, or equip school buildings for technology.
- For other capital expenditures.
- For costs of bond issuance.



Bond funds CANNOT be used for:

- Training, consulting, service contracts, or other software support.
- Employee salaries, wages, or benefits.
- School operations.
- Classroom supplies such as textbooks.
- Upgrades to operating systems or applications software, except if purchased with qualifying technology.

VOTER AND ELECTION INFORMATION

The election polls will open at 7:00 a.m. and close at 8:00 p.m. on Tuesday, November 4, 2025. Absent voter ballots must be available to be sent to members of the general public by Thursday, September 25, 2025.

Voter Registration Information:

To learn more about voter registration, such as eligibility requirements, how to register to vote in Michigan, and updating or canceling your voter registration, please visit the website below:

- <https://www.michigan.gov/sos/elections/voting/register-to-vote>.

Absentee Voting:

All registered voters in Michigan have the right to vote by mail using an absentee ballot delivered to their home. Voters can also request an absentee ballot directly from their local clerk's office. Absentee ballots are available beginning 40 days prior to every election.

Michigan voters can decide to be placed on a permanent absentee ballot list. The local clerk will then mail them an absentee ballot for all local, state, and federal elections. For more information about absentee voting, visit the website below:

- <https://www.michigan.gov/sos/elections/voting/absentee-voting>.



Online absentee ballot application



Online voter registration

Understanding Property Taxes in Michigan and Their Impact on Fruitport Community Schools

The District is committed to transparency and helping our community understand how local property taxes support public education.

In Michigan, property taxes for schools are based on a property's taxable value, not its market value. Taxable value is determined by a local assessment and is typically 50% of the property's market value. Each year, the taxable value can only increase by the rate of inflation or 5%—whichever is lower—unless there is a transfer of ownership or new construction, which may reset the value. This system allows for more predictable and gradual tax increases, even when market values rise more sharply.

In Fruitport, the District levies a 6.9 mill debt tax rate to pay debt service on voter-approved bonds that financed projects and facility improvements across the District.

This debt millage has remained consistent since 2016, as shown on the previous page, providing stability for taxpayers. However, as local taxable values increase due to inflation or new development, the amount of taxes paid by any individual property owner might increase or decrease, even though the rate itself remains unchanged.

These funds are used for bond allowable expenses that improve our infrastructure, while providing safe and modern learning environments for students. The District has created a long term Master Facilities Plan that involves asking voters to consider bond proposals as current debt is retired, allowing long term facility improvements across the District without increasing the debt levy from the current rate.

“The District has created a long term Master Facilities Plan that involves asking voters to consider bond proposals as current debt is retired, allowing long term facility improvements across the District without increasing the debt levy from the current rate.”

Why is there a need for more classroom space?

While enrollment trends in schools across the State have declined over the years, the needs of students and the increasing special education demands of students continue to increase. This results in classes that are required by state and federal law to be smaller in size, while also increasing the number of classrooms that are needed. Within the last decade or so, the District has seen increases in staffing positions that support students such as social workers, psychologists, interventionists, instructional assistants, and behavior support positions, as examples. Many of these positions are mandated due to special education needs of students.

Further, the District has added Moderately Cognitively Impaired Classrooms (MoCI) at every grade span. Also, the District has added Autism Spectrum Disorder (ASD) classrooms at the elementary level, and will be adding classrooms at the middle school and high school in the coming years as students transition to successive grade levels. Due to increased student need, the District has added Mildly Cognitively Impaired (MiCI) classrooms this year. These are just some of the examples of classrooms that have been added to account for program growth as the needs of students expand.

Even though student enrollment has declined over time, the total number of classroom and office spaces that are required has increased significantly. As a result, many of our itinerant staff members are using spaces not intended to be office spaces for them to work out of. Also, the District has worked with our construction management team to complete an analysis around enrollment trends. The District has found that every new household built in the District equates to a 0.34 full time student equivalency. This means that if there are 100 new homes built in the District, we will see 34 new students from those new homes. Not only must we account for program growth and student needs, but we must account for new housing growth that is happening in the District. Moving early childhood programs out of their current space frees up classrooms at the middle school, Beach, and Shettler that are currently being used by ECC programs.



Beach Elementary Boiler Replacements

This summer, the District replaced the two boilers located at the south end of Beach Elementary. The boilers at the north end of the building were replaced about five years ago, completing this facility's heating system updates. This project follows a series of recent infrastructure improvements, including the replacement of boilers and HVAC controls at Shettler last year, fully digitizing its HVAC system, and the replacement of one boiler at the middle school the year prior. The remaining middle school boiler is expected to be replaced within the next 5–10 years. Looking ahead, the boilers at the high school will likely need replacement in 15–20 years, while the boilers at Edgewood are approaching the end of their useful life and will also require replacement in the near future. The District follows a planned replacement cycle for essential equipment and infrastructure, including HVAC systems and boilers, to ensure our facilities remain efficient, reliable, and comfortable. These ongoing investments help maintain optimal learning environments for our students and staff.



This summer, the District completed improvements to Ken Erny Field to ensure that it remains a safe and high-quality space for our students and community. Working with a professional turf grass contractor, our team replaced worn and damaged turf at the south end of the field with fresh sod. The new sod is already beginning to root, a process that typically takes two to six weeks to become fully established. During this time, foot traffic will be minimized in the repaired area to allow the turf grass to take hold and grow strong. We appreciate the community's support and patience as we make these improvements to our soccer facility.

Ken Erny Soccer Field Improvements Underway



Main Campus Power Switchgear Replaced

This summer, the District completed a major infrastructure improvement to the electrical system serving the main campus. The main switchgear and sub base, located near the road in front of Edgewood Elementary, were replaced to ensure safe and reliable power for years to come. The work included installing a new pad mount, main disconnect, and fuse compartments, all matching the existing setup. The newly installed Federal Pacific Pad-Mounted Switchgear had a 45–50 week lead time for delivery, making this a well-planned project. Approved by the Board in 2024, this upgrade replaces the pad-mounted switchgear that had been 37 years old, and enhances the efficiency and reliability of the campus power system.





Why Focus on Elementary and Early Childhood Programming?

The bond proposal would provide improvements to our early childhood programs, an investment rooted in both academic research and strategic planning for the District's future. High-quality early childhood education lays a strong foundation for lifelong learning, supporting academic readiness, social and emotional development, and long-term success for our youngest learners. Almost always, the District finds that students who have strong pre-school experiences score higher on our kindergarten readiness screening assessments.

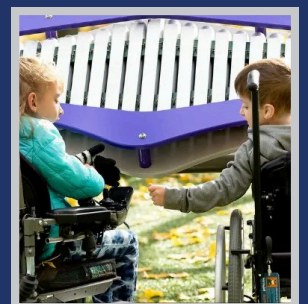
In addition, relocating and expanding early childhood services to a dedicated facility would create much-needed space in schools across the District. This thoughtful reallocation supports community growth and ensures that all students have access to the modern, functional learning environments they need to thrive. Even though enrollment trends across the State have declined, the needs of students have increased; creating the need to expand programs and services to support the ever growing needs of students today. ASD, MOCI, and MICI classrooms are now spread across the District, as examples of program expansion driving the need for additional space.

The bond proposal would invest in high quality early childhood education, while creating space to support growing enrollment, expanding student needs, and access to modern, functional learning environments for all.

Creating Accessible and Barrier Free Playgrounds for Students

The District is committed to enhancing accessibility on our elementary school playgrounds. If approved by voters, the proposed bond would include the addition of adaptive playground equipment designed to ensure that all students, regardless of ability, can enjoy safe, engaging, and inclusive play. Accessible equipment helps every child feel a sense of belonging and provides meaningful opportunities for students with mobility or motor challenges to socialize and connect with their peers.

Examples of adaptive equipment may include swings designed to hold a wheelchair, ramps that allow access to various play surfaces, and sensory manipulatives positioned at lower levels to accommodate students in wheelchairs. These additions would take steps toward ensuring every child has the opportunity to learn, grow, and play in a space that meets their needs.



Update on Beach Elementary School Storm Damage

At the end of March 2025, strong winds and heavy rainfall caused significant damage to Beach Elementary. The storm impacted several areas, including the gym roof and floor, the softball field fencing and bleachers, and an outdoor playground storage facility.

The District's operations team worked closely with its insurance provider and a team of contractors to make the necessary repairs. The gym now has a brand-new floor, a replaced roof membrane with new insulation, and updated rooftop mechanical vents. With the support of the Parent Teacher Organization, an improved storage structure for playground equipment has also been built and delivered to the school.

Because the gym bleachers needed to be removed to install the new floor, the Board of Education approved replacing the original bleachers with new ones. Ordered in June 2025, these bleachers have a 20-24 week lead time and are expected to be installed in November 2025. While they will not be in place before the start of the school year, the gym is fully ready to support physical education classes and the school's food service program.



SCHOOL ENROLLMENT PROCESS

All new students to the District should register for school as soon as possible. A birth certificate, immunization record, valid photo identification, and proof of residency in the District are required to register. The enrollment process is outlined below.

Step 1 - Online Registration: Please complete the online registration form BEFORE going to the school office with your documents. The website is:

- <https://www.fruitportschools.net/prospective-families/enrollment-information/>.

Step 2 - Gather Required Documents: We will make copies of your documents and/or print out any forms for you; you do not need a printer. You will need the following: original birth certificate, current immunization record or health department waiver, proof of residency, other documents requiring your signature will be provided at the building.

Step 3 - Take Your Documents To The Office: During the school year, please take your documents to your child's building office. During the summer months when the building offices are closed, enrollment may be completed at the Superintendent's Office.



2025 – 2026 SCHOOL CALENDAR

2025

AUGUST 19: Secondary Open House (MS and HS) 4:30 – 6:00 p.m.
AUGUST 20: Meet, Greet, Find Your Seat (Elementary) 4:30 – 6:00 p.m.
AUGUST 25: First Day of School – Half Day Schedule
AUGUST 26, 27: Full Day Schedule – No Delayed Start on August 27
AUGUST 28: Half Day Schedule
AUGUST 29 – SEPTEMBER 1: No School – Labor Day Break
SEPTEMBER 3, 10, 17, 24: Delayed Start (school starts 1 1/2 hours later)
OCTOBER 1, 8, 15, 22, 29: Delayed Start (school starts 1 1/2 hours later)
OCTOBER 6 – 9: Parent Teacher Conferences (4:00 – 7:00 p.m.; Details to follow)
OCTOBER 10: No School – Staff Professional Development Day
OCTOBER 13-14: No School – Fall Break
NOVEMBER 5, 12, 19: Delayed Start (school starts 1 1/2 hours later)
NOVEMBER 26 – 28: No School – Thanksgiving Break
DECEMBER 3, 10, 17: Delayed Start (school starts 1 1/2 hours later)
DECEMBER 22 – JANUARY 2: No School – Winter Holiday Break

2026

JANUARY 5: School Resumes
JANUARY 14: No Delayed Start
JANUARY 7, 21, 28: Delayed Start (school starts 1 1/2 hours later)
JANUARY 15, 16: Half Day Schedule – Records Days: End of First Semester
JANUARY 19: No School – Dr. Martin Luther King Jr. Day
FEBRUARY 4, 11, 25: Delayed Start (school starts 1 1/2 hours later)
FEBRUARY 16: No School – Staff Professional Development Day
FEBRUARY 17-20: No School – Mid-winter Break
MARCH 4, 11, 18, 25: Delayed Start (school starts 1 1/2 hours later)
MARCH 9 – 12: Parent Teacher Conferences (4:00 – 7:00 p.m.; Details to follow)
MARCH 13: No School – Staff Professional Development Day
APRIL 2 – APRIL 10: No School – Spring Break
APRIL 8, 15: No Delayed Start
APRIL 1, 22, 29: Delayed Start (school starts 1 1/2 hours later)
MAY 6, 13, 20, 27: Delayed Start (school starts 1 1/2 hours later)
MAY 25: No School – Memorial Day Holiday
JUNE 3: Delayed Start (school starts 1 1/2 hours later)
JUNE 10: No Delayed Start
JUNE 8, 9, 10: Half Day Schedule
JUNE 10: Last Day of School – Half Day Schedule

Important Dates and Calendar Reminders:

- August 18, 2025 (5:00 p.m. – 9:00 p.m.) – Blue and White Community Night
- August 19, 2025 (4:30 p.m. – 6:00 p.m.) – Secondary Schools Open House
- August 20, 2025 (4:30 p.m. – 6:00 p.m.) – Elementary Meet, Greet, Find Your Seat
- August 25, 2025 – First Day of School (Half Day Schedule)
- August 26, 27, 2025: Full Day Schedule – No Delayed Start on August 27, 2025
- August 28, 2025 – Half Day Schedule
- August 29, 2025 – September 1, 2025 – No School (Labor Day Holiday Break)
- September 2, 2025 – Full Day Schedule



Educational Benefits Form Reminder

The District wants to remind you of the importance of completing the Food Service Education Benefits Form, even though we are hopeful that school meals will be provided at no cost to families once again this year. As of this communication, the State of Michigan School Aid Budget has not been adopted by the legislature, nor signed by the Governor.

The information submitted on this form helps determine the amount of state and federal funding our district receives. This funding supports critical programs and services, including, but not limited to:

- Instructional staff, supplies, and materials
- Counseling, social work, and health services
- Professional learning opportunities for staff
- Parent and community engagement
- Classroom and school technology

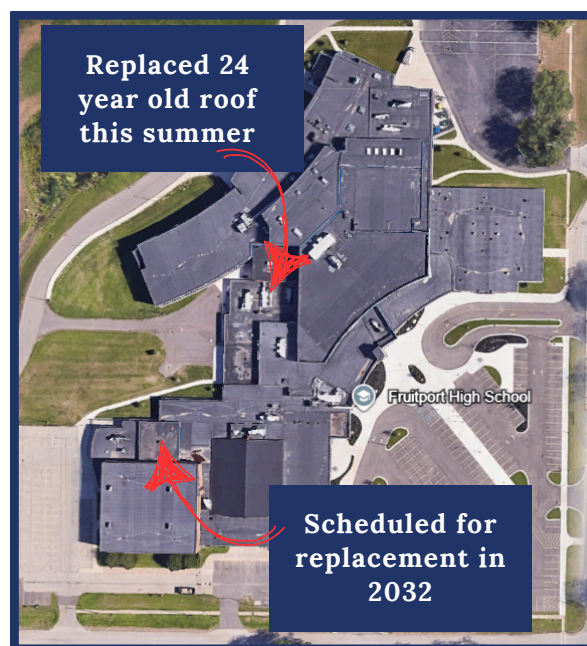
Further, completing this form helps inform additional benefits for eligible students, such as discounts on fees and potential eligibility for EBT cards. You can complete the Education Benefits Form quickly and easily online through the Meal Magic Family Portal. The link to complete this form is: <https://fruitport.familyportal.cloud/>. Once you click on this link, you will select “Apply for Benefits,” and follow the prompts to complete this process. Alternatively, you may download and print the attached Education Benefits Form and return it by mail or send it to your child's school building. You may mail the completed form to the address below:

Fruitport Community Schools
Attn: Food Service Department
3255 E. Pontaluna Rd.
Fruitport, MI 49415

Please note that benefits will only begin after your Education Benefits Form is reviewed and approved by our food service department. Debts incurred before approval are the family's responsibility. Families approved last year must complete a new form within the first two weeks of school to avoid any interruption in benefits. All submitted information is confidential and used solely to determine funding eligibility. Thank you for helping ensure that our school district has access to the full resources our students deserve by completing and submitting your Education Benefits Form as soon as possible. Thank you for your continued support of Fruitport Community Schools!

High School Roofing Project Completed

While Fruitport High School has undergone extensive renovations and new additions as a result of the support of voters on the 2016 bond project, some portions of the original building remain. Two sections of the high school roof were not replaced during the bond work. This summer, one of those sections, now 24 years old, was replaced as part of the District's ongoing roof maintenance plan. The final section of roof is scheduled for replacement in 2032, ensuring the entire facility remains in good condition for years to come. As a point of reference, approximately 75,000 square feet of the high school was renovated or left as-is rather than rebuilt, resulting in significant cost savings for the project. The updated roof sections are highlighted in the image to the right for the community's reference.



Bond Proposal Frequently Asked Questions

For a complete listing of the frequently asked questions about the bond proposal, please visit the District's website at: www.fruitportschools.net/bondinformation/bond/bond-election-november-4-2025/.

Annual Notices

RIGHTS AND PRIVACY ACT

Fruitport Community Schools often publishes the names and/or photographs of students for public view. Publications may include the Fruitport Focus, building newsletters, the District web site (fruitportschools.net), and/or similar type publications. The purpose varies and may include special awards, honor rolls, attendance lists, athletic rosters, and/or team/organization photographs, etc. If for any reason you do not wish your child's name and/or photograph to be published, please contact your school's office immediately. This notice is in compliance with the Rights and Privacy Act P.L. 93.380.

ASBESTOS INFORMATION

Federal regulations require that local educational agencies annually notify building occupants or their legal guardians, regarding asbestos containing materials in school buildings, including plans related thereto. Management plans and inspection reports are available for review by contacting John Winkas, Director of Operations. The District inspects its facilities on a regular basis in compliance with the regulations of the Asbestos Hazard Emergency Response Act. Buildings containing asbestos have been evaluated and judged to present no health hazard in their current condition. The District will continue to inspect all buildings to ensure compliance.

SMOKING, TOBACCO, DRUGS, AND ALCOHOL

The use of all tobacco products and alcohol is prohibited by all persons on school premises at all times. This includes all building, grounds, athletic facilities, and vehicles owned and operated by Fruitport Community Schools. See Board of Education Policy.

ANNUAL NOTICE OF A PERSONAL CURRICULUM

This posting serves notice to all high school parents and students of the school's obligation to develop a personal curriculum (PC) at a parent or guardian's request. For more information on a personal curriculum, please contact the high school Guidance Office.

INTEGRATED PEST MANAGEMENT

As part of Fruitport Community Schools' Integrated Pest Management Program, pesticides are occasionally applied. You have the right to be informed prior to any pesticide application made to the school grounds and buildings. In certain emergencies however, pesticides may be applied without prior notice, but you will be provided notice following any such application. If you would like to request prior notification, please contact your building principal's office to obtain a notification form. You may also contact the Operations Department at (231) 865-4018 with any questions regarding this program. Notification requests will be handled by Operations.

RIGHT TO KNOW

The District operates Title I programs. You may request the following information about the professional qualifications of your child's classroom teacher(s): 1) Whether the teacher has met Michigan licensing requirements for the grade level(s) and the subject area(s) in which the teacher provides instruction; 2) Whether the teacher is teaching under an emergency permit or other provisional status through which Michigan licensing requirements have been waived; 3) The teacher's college degree(s), major(s), and field(s) of discipline, as well as any graduate degree or certification that he or she may have earned. In addition, you may also request this information about any paraprofessional or instructional assistants who provide Title I services to your child.

CAMERAS, AUDIO, AND VIDEO RECORDINGS

The District may monitor any building, facility, property, bus, or vehicle with video and/or audio recording equipment, other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those areas, a person has no expectation of privacy.

USE OF DETECTION DOGS

The District may use a detection dog, without a warrant or consent, to sniff property in an effort to locate illegal drugs or contraband according to the District's policy. A detection dog will not be used to search a person unless a warrant or appropriate consent has been obtained before the search, or the search is otherwise authorized by law or Policy.

Annual Notices

NOTICE OF NONDISCRIMINATION

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment. Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction. A person alleging discrimination may use the District's Grievance Procedure, or file a complaint with the Office for Civil Rights (OCR), U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver, CO, 80204-3582.

Designated Title IX Coordinator

Olivia Zienert, Director of Special Education
3255 E. Pontaluna Rd. Fruitport, MI 49415
Phone: (231) 865-3188
Email: ozienert@fruitportschools.net

Designated Section 504 Coordinator

Rob Rogers, Assistant Principal
357 N. 6th Street Fruitport, MI 49415
Phone: (231) 865-3101
Email: rrogers@fruitportschools.net

Civil Rights Coordinator/Employment Compliance Officer

Jason Kennedy, Superintendent
3255 E. Pontaluna Rd. Fruitport, MI 49415
Phone: (231) 865-3154
Email: jkennedy@fruitportschools.net

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures are available at 3255 E. Pontaluna Rd., Fruitport, MI 49415, or on the District's website at: www.fruitportschools.net. To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed above.

ADA POLICY

Fruitport Community Schools, in compliance with the Americans with Disabilities Act (ADA), would like to accommodate those with disabilities. If a special accommodation, i.e., Braille, large print, audio tape, etc., is needed to assist you with the contents of this publication, or any school publication, please contact Olivia Zienert at (231) 865-4012. Every attempt will be made to meet special accommodation requests.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) requires that Fruitport Community Schools obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, unless certain conditions specified by FERPA are met. FERPA distinguishes between personally identifiable information and directory information, however, the District may disclose appropriately designated "directory information" without your written consent, unless you have advised the District to the contrary.

If you do not want your student's directory information released, you must request an opt-out form from the Superintendent's Office, and complete the form no later than October 1, 2025. If you fail to complete and return this form, the District will presume that you give permission to release your student's directory information for all appropriate uses. Your opt-out request will be recorded in the student information system and kept on file in the school's office for one (1) school year.

Directory information is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy, if disclosed. In addition, Federal law requires the District to release a secondary school student's name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon their request, unless others indicated on an opt-out form. See Board of Education Policy, Directory Information and opt-out, for more information.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are: 1) The right to inspect and review the student's education records within 45 days of a request. 2) The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy. 3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY), or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by fax at (833) 256-1665 or (202) 690-7442, by email to Program.Intake@usda.gov, or by mail to the following address. This institution is an equal opportunity provider.

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

MCKINNEY - VENTO HOMELESS ASSISTANCE ACT

The District will provide a free public education to homeless children and youth who are in the District, and afford them the educational rights and legal protections provided by federal and state law. For more information, please see Board of Education Policy. The homeless liaison will coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed. The liaison will also coordinate and collaborate with state homeless coordinators, community agencies, and District personnel responsible for the provision of education and related services to homeless children and youth, including unaccompanied youth. A student or parent / guardian in a homeless situation who requires assistance should contact the District's homeless liaison. The coordinator is Rob Rogers, and he can be reached at (231) 865-4100, or he can be reached by email at: rrogers@fruitportschools.net.

For a complete listing of the annual notices of the Board of Education and District to the community, please visit the District's website at: www.fruitportschools.net.



Fruitport Community Schools

3255 E. Pontaluna Rd.

Fruitport, MI 49415

Non-Profit Org.

U.S. Postage

PAID

Fruitport, MI

Permit No. 4

Board of Education:

Dave Hazekamp, President

Kris Cole, Vice President

JB Meeuwenberg, Treasurer

Steve Kelly, Secretary

Tim Burgess, Trustee

Josh Mueller, Trustee

Kathy Six, Trustee

Superintendent

Jason J. Kennedy

2025-2026 Building Start/End Times

Beach Elementary School

Regular Day: 8:25 a.m. - 3:37 p.m.

Delayed Start: 9:55 a.m. - 3:37 p.m.

Half Day: 8:25 a.m. - 12:00 p.m.

Shettler Elementary School

Regular Day: 8:25 a.m. - 3:37 p.m.

Delayed Start: 9:55 a.m. - 3:37 p.m.

Half Day: 8:25 a.m. - 12:00 p.m.

Fruitport High School

Regular Day: 7:35 a.m. - 2:37 p.m.

Delayed Start: 9:05 a.m. - 2:37 p.m.

Half Day: 7:35 a.m. - 10:59 a.m.

Edgewood Elementary School

Regular Day: 8:33 a.m. - 3:45 p.m.

Delayed Start: 10:03 a.m. - 3:45 p.m.

Half Day: 8:33 a.m. - 12:08 p.m.

Fruitport Middle School

Regular Day: 7:45 a.m. - 2:47 p.m.

Delayed Start: 9:15 a.m. - 2:47 p.m.

Half Day: 7:45 a.m. - 11:11 a.m.

SCAN TO LEARN MORE



VOTE on or before **NOV. 4**

2025 BOND PROPOSAL

BOARD ACTION REQUEST FORM

Meeting Date: August 18, 2025

To: Board of Education

Attachments # IX-1 through IX-5

From: Jason Kennedy

Subject to be Discussed and Policy Reference:

- Bill Listing
- July 2025 General Fund Report
- July 2025 Investments Report
- Personnel Report
- Approval of Regular Meeting Minutes from July 21, 2025

Background Information:

See attached

Financial Impact:

Recommended Action:

Approval of the Consent Agenda, as presented.

Action Taken:

Vote: ___ Burgess ___ Cole ___ Hazekamp ___ Kelly
 ___ Meeuwenberg ___ Mueller ___ Six



**FRUITPORT COMMUNITY SCHOOLS
BILL LIST
Month of July 2025**

<u>FUND</u>	<u>AMOUNT</u>
GENERAL FUND	\$870,221.26
EARLY CHILDHOOD CENTER	\$46.00
FOOD SERVICE	\$31,135.52
COOPERATIVE EDUC (ISD) - TECH MILLAGE	\$65,146.17
CREDIT CARDS (ALL FUNDS)	\$230,101.00
GRAND TOTAL	<u><u>\$1,196,649.95</u></u>



JULY 2025 GENERAL FUND FINANCIAL REPORT

Revenues:

	2026 ORIGINAL BUDGET	2026 YTD ACTUAL	JULY MTD FY26	% YTD SPENT	2024 YTD ACTUAL
100 LOCAL	5,085,824.00	209.00	209.00	0.00%	4,525,220.72
300 STATE	32,388,366.00	-	-	0.00%	32,141,457.37
400 FEDERAL	2,589,363.00	-	-	0.00%	4,165,108.39
500 TRANSFERS	1,868,284.00	-	-	0.00%	1,814,526.38
TOTAL	41,931,837.00	209.00	209.00	0.00%	42,646,312.86

Expenses:

111 ELEMENTARY	(6,997,476.00)	(20,501.97)	(20,501.97)	0.29%	(6,628,979.05)
112 MIDDLE SCHOOL/JUNIOR HIGH	(3,481,752.00)	-	-	0.00%	(3,342,477.12)
113 HIGH SCHOOL	(4,948,589.00)	33.96	33.96	0.00%	(4,882,023.05)
122 SPECIAL EDUCATION	(5,559,434.00)	(13,354.65)	(13,354.65)	0.24%	(5,190,619.12)
125 COMPENSATORY EDUCATION	(1,353,750.00)	(37,240.49)	(37,240.49)	2.75%	(1,306,919.86)
127 VOCATIONAL EDUCATION	(169,800.00)	-	-	0.00%	(175,641.27)
131 BASIC ADULT/CONTINUING ED	(14,847.00)	-	-	0.00%	(17,275.19)
132 SECONDARY ADLT/CONTINUING EDUC	(219,326.00)	-	-	0.00%	(138,228.24)
211 TRUANCY/ABSENTEEISM SERVICES	(5,302.00)	-	-	0.00%	(5,000.00)
212 GUIDANCE SERVICES	(574,067.00)	(3,405.78)	(3,405.78)	0.59%	(480,291.92)
213 HEALTH SERVICES	(861,711.00)	(15,603.80)	(15,603.80)	1.81%	(715,911.85)
214 PSYCHOLOGICAL SERVICES	(385,202.00)	-	-	0.00%	(409,836.78)
215 SPEECH PATHOLOGY/AUDIOLOG SERV	(1,197,137.00)	(2,925.00)	(2,925.00)	0.24%	(884,438.60)
216 SOCIAL WORK SERVICES	(799,020.00)	(25.91)	(25.91)	0.00%	(698,603.07)
218 TEACHER CONSULTANT	(500.00)	-	-	0.00%	(385.92)
219 OTHER PUPIL SUPPORT SERVICES	(854,730.00)	(5,864.85)	(5,864.85)	0.69%	(734,571.16)
221 IMPROVEMENT OF INSTRUCTION	(471,953.00)	(47,226.03)	(47,226.03)	10.01%	(383,452.14)
222 EDUCATIONAL MEDIA SERVICES	(264,317.00)	(2,807.30)	(2,807.30)	1.06%	(249,951.16)
225 TECHNOLOGY ASSISTED INSTRUCTED	(35,282.00)	(5,509.40)	(5,509.40)	15.62%	(120,771.93)
226 SUPERVIS/DIR OF INSTRUCT STAFF	(1,096,114.00)	(65,407.57)	(65,407.57)	5.97%	(835,956.53)
227 ACADEMIC STUDENT ASSESSMENT	(18,750.00)	(1,152.80)	(1,152.80)	6.15%	(16,745.82)
231 BOARD OF EDUCATION	(61,933.00)	(7,470.65)	(7,470.65)	12.06%	(49,451.70)
232 EXECUTIVE ADMINISTRATION	(587,515.00)	(39,208.74)	(39,208.74)	6.67%	(557,252.05)
241 OFFICE OF THE PRINCIPAL	(2,166,564.00)	(25,137.20)	(25,137.20)	1.16%	(2,072,447.16)
249 OTHER SCHOOL ADMINISTRATION	(2,600.00)	-	-	0.00%	(8,579.09)
252 FISCAL SERVICES	(779,690.00)	(55,854.23)	(55,854.23)	7.16%	(504,255.70)
257 INTERNAL SERVICES	(20,533.00)	(1,386.42)	(1,386.42)	6.75%	(23,163.99)
259 OTHER BUSINESS SERVICES	(88,908.00)	-	-	0.00%	(91,049.69)
261 OPERATING BUILDING SERVICES	(4,036,548.00)	(323,999.24)	(323,999.24)	8.03%	(3,612,688.13)
266 SECURITY SERVICES	(114,835.00)	-	-	0.00%	(95,217.50)
271 PUPIL TRANSPORTATION SERVICES	(2,580,600.00)	(201,821.06)	(201,821.06)	7.82%	(2,642,233.02)
282 COMMUNICATION SERVICES	(7,300.00)	-	-	0.00%	(9,251.54)
283 STAFF/PERSONNEL SERVICES	(24,950.00)	-	-	0.00%	(33,739.12)
284 SUPPORT SERVICES TECHNOLOGY	(683,326.00)	(40,220.14)	(40,220.14)	5.89%	(664,717.13)
285 PUPIL ACCOUNTING	(5,438.00)	-	-	0.00%	(5,703.19)
293 ATHLETIC ACTIVITIES	(831,903.00)	(43,478.79)	(43,478.79)	5.23%	(783,501.61)
299 OTHER SUPPORT SERVICES	(15,315.00)	-	-	0.00%	(13,434.69)
311 COMMUNITY SERVICES DIRECTION	(87,070.00)	(1,673.29)	(1,673.29)	1.92%	(99,562.95)
331 COMMUNITY ACTIVITIES	(3,800.00)	-	-	0.00%	(1,263.78)
371 NON-PUBIC SCHOOL PUPILS	(21,535.00)	-	-	0.00%	(28,986.69)
511 DEBT SERV-S LONG TERM-PRINCIPAL	(40,416.00)	-	-	0.00%	(40,416.72)
611 FUND MODIFICATIONS (GF)	(55,962.00)	-	-	0.00%	-
642 FUND MODIFICATIONS (B&S)	(500,000.00)	-	-	0.00%	(735,000.00)
TOTAL	(42,025,800.00)	(961,241.35)	(961,241.35)	2.29%	(39,313,695.44)

SURPLUS (DEFECIT) (93,963.00) (961,032.35) 3,332,617.42

FUND BALANCE 8,606,930.00 7,739,860.65 8,700,893.00

***July State Aid goes into FY25



JULY 2025 INVESTMENTS

General Fund

Liquid Investments

Amount	Interest Rates
\$ 4,260,057.49	Variable

Long Term Investments

Amount	Interest Rates	Maturity Dates
\$ 4,225,000.00	4.24% - 4.31%	7/25-11/25

Total General Fund Investments	<u>\$ 8,485,057.49</u>
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Building & Site

Liquid Investments

Amount	Interest Rates
\$ 116,177.88	Variable

Long Term Investments

Amount	Interest Rates	Maturity Dates
\$ 1,625,000.00	4.24% - 4.31%	7/25-11/25

Total Building & Site Investments	<u>\$ 1,741,177.88</u>
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Trust & Agency

Liquid Investments

Amount	Interest Rates
\$ 425,132.62	Variable

Long Term Investments

Amount	Interest Rates	Maturity Dates
\$ -	N/A	N/A

Total Building & Site Investments	<u>\$ 425,132.62</u>
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Bond

Liquid Investments

Amount	Interest Rates
\$ 548,473.15	Variable

Long Term Investments

Amount	Interest Rates	Maturity Dates
\$ -	N/A	N/A

Total Building & Site Investments	<u>\$ 548,473.15</u>
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Personnel Report – August 18, 2025

It is recommended that the following candidates be offered contracts and/or salary increases pending final approval from the Board of Education:

Brian Bolton – Noon Supervisor (Beach)
Karena Brennan – Elementary Math and Reading Interventionist
Bre Brown – Administrative Assistant (ESU)
Melissa Dreese – Special Education Teacher
Jessica Friske – Instructional Assistant (Edgewood)
Sandee Giffels – ELA Teacher (Middle School)
Kristina Hendrick – Special Education Teacher
Kasandra Mexico – Food Service Dishwasher
Zachery Vanherweg – Noon Supervisor (Shettler)
Jennifer VanMunster – Food Service Dishwasher
Gera Wier – Instructional Assistant (Shettler)
Samantha Zentner – Noon Supervisor (Beach)

The following staff members will Resign/Retire/Reduce Hours/Transfer:

Pam Bergey – Early Childhood Center Director (Retirement)
Grant Lancaster – Resignation
Kaitlin Rozenboom - Resignation
Timothy Poe – Resigned (Decided he did not want to be a bus driver)

The following positions are currently posted:

Educational Interpreter for Deaf and/or Hard of Hearing
Graduate Advocate / Math Interventionist (High School)
Instructional Assistants – Multiple Positions
Long Term Substitute – Speech and Language Pathologist
Noon Supervisor - Edgewood
Premier Substitute Teacher
School Bus Driver
School Psychology Intern (Year 3)
Year Round Child Care Assistant

Karena Brennan

Karena2966@gmail.com | (623)326-8857 | Grand Haven, MI

WORK EXPERIENCE

White Pines Intermediate School

Aug. 2019 – Present

5th/6th Grade Reading Interventionist | August, 2024 – Present

Grand Haven, MI

- Delivered targeted evidence-based reading interventions to 5th-6th grade students performing below grade level, using programs such as Leveled Literacy Intervention and Foundations.
- Assessed students' reading levels using diagnostic tools (e.g., DRA, Fountas & Pinnell, i-Ready) and used data to inform instruction and monitor growth.
- Collaborated with classroom teachers and support staff to develop individualized reading plans aligned with students' needs and IEP goals.

6th Grade Resource Room Teachers Assistant | August, 2019 – June, 2023

- Support certified special education teacher in delivering core academic instruction (Math, ELA, Science) to students in a resource room setting.
- Re-teach grade-level concepts and standards to individuals and small groups, supporting students with IEP's
- Conduct formative assessments and checks for understanding; contribute to documentation of student progress and IEP goals

Litchfield Elementary School District

Aug. 2017 – May 2018

2nd Grade Teacher

Litchfield Park, AZ

- Designed and implemented lesson plans aligned with Arizona state standards for 2nd grade.
- Administered assessments and tracked student performance using formative and summative data.
- Led and coordinated quarterly Title I community engagement events, collaborating with staff and families.

Littleton Elementary School District

Aug. 2008 – May. 2011

2nd Grade Teacher | August, 2010 – May 2011

Avondale, AZ

- Taught second-grade students with a wide range of academic needs in a Title I setting.
- Participated in Child Study Teams and IEP meetings to support individualized instruction.

3rd Grade Teacher | August, 2008 – May 2010

- Member of the school's professional development team, organizing schoolwide PD and parent involvement events.

EDUCATION

Arizona State University

December, 2007

Bachelor of Arts in Elementary Education

Tempe, AZ

Honors: *Cum Laude Graduate*

CERTIFICATIONS, SKILLS & REFERENCES

Certifications

- Professional Teaching Certificate, Michigan Department of Education — *Valid through 2029*
- Standard Elementary Education Certificate, Arizona Department of Education — *Valid through 2034*
- Structured English Immersion (SEI) Certification — *Valid through 2034*

Skills Differentiated Instruction · IEP Implementation · Small Group Instruction · Parent Communication
Data-Driven Instruction · Classroom Management · Title I Programming

References

Tiffany Zappa, Guided Academics Teacher – White Pines Intermediate School (616) 405-1149

Sarah Fisher, Teacher – White Pines Intermediate School | (616) 850-6466

Andrew Rodgers, Teacher – White Pines Intermediate School | (616) 850-6460



Fruitport Community Schools

Memo

To: FCS Board of Education

From: Olivia Zienert

Date: 8/4/25

CC: Abby Klug, Katie Shawl, Mark Mesbergen, Jason Kennedy, Olivia Zeinert, Kristine Brower

Subject: Recommendation for Bre Brown

It is with pleasure that we recommend hiring Bre Brown for the position of ESU Administrative Assistant. Bre impressed the interview team consisting of Stacy Wissner, Steve Spinner, Olivia Zienert, and Cynthia Chorny with her school-based experience and her enthusiasm for the work of the Eastern Service Unit.

She will begin her new position approximately on 8/12/25 pending background check and the hiring process.

Bre Brown

Grand Haven, MI 49417 | 616.481.7045

gotigers.0221@gmail.com

I am a highly organized individual with exemplary multitasking, time management, and customer service skills. Responsible professional willing to go extra mile to assist others with solving problems. I have 10+ years of customer service experience and thoroughly enjoy working with others. I love being part of a team and helping the team succeed.

Skills

- Strong verbal & written communication skills
- Leadership & management experience
- Customer service experience
- Ability to delegate tasks effectively

Work History

Member Service Representative

Tri-Cities Credit Union, Grand Haven, MI

February 2025 - Current

- Helped members every day with positive attitude and focus on customer satisfaction.
- Educated and engaged members with new bank products and services.
- Assisted members with all banking needs including deposits, withdrawals, and all other banking needs.
- Handled complaints with prompt, courteous service to uphold professional reputation.
- Verified member identification and documentation for all transactions.
- Followed up with members about resolved issues to maintain high standards of customer service.
- Assisted loan officer to complete various types of loans for members.

Substitute Teacher

EduStaff, Grand Rapids, MI

November 2024 - Current

- Kept students on-task with proactive behavior and positive reinforcement strategies.
- Maintained day-to-day classroom management and discipline to promote learning initiatives.
- Repeatedly requested as substitute teacher by teachers based on excellent past referrals and trusted performance.
- Upheld classroom routines to support student environments and maintain consistent schedules.
- Supervised lunchroom and recess activities.
- Assisted students in mastering subject material and preparing for tests.

- Enforced school and class rules to maintain order in classroom.
- Monitored student behavior and administered discipline as needed.
- Followed lesson plans designed by absent teachers.

Administrative Assistant to the Director

Careerline Tech Center

May 2023 - August 2024

- Maintain schedules, work assignments and payroll for staff.
- Run daily, weekly, and monthly reports for meetings and committees.
- Maintain school database systems and keep secure records for staff.
- Purchase supplies for the office and staff with p-card, balance card each month.

Elementary School Head Secretary

Allendale Public Schools

August 2017 - June 2023

- Responsible for assigning tasks for receptionists and guest teachers.
- Maintain school database systems, administer medications, and keep secure records for students and staff.
- Schedule and run reports for meetings, committees and school events.

Product Department Specialist

Women at Risk International

March 2013 - July 2017

- Established work assignments for staff.
- Maintain a database system for inventory.
- Manage and train volunteers.

Education

Business Administration Major August 2000
CORNERSTONE UNIVERSITY, Grand Rapids, MI

Community Service & Volunteer Work

- Girls on the Run Coach
- Children's ministry volunteer
- Elementary school volunteer
- Grand Haven Fraternal Order of Eagles

Certifications

I have been certified in CPR and First Aid for the past 7 years. I was part of the emergency response team at the schools I worked at.

Software

Google Products



Microsoft products



References

Gwen Luban, former principal I worked under.
Lindsey Olsen, former teacher I worked with.

Memo

To: FCS Board of Education
From: Allison Camp, Curriculum Director
Date: August 12, 2025
Re: Recommendations for Hire

As we hustle to fill the last-minute teaching vacancies, there are 2 people that I would like to recommend to join the FCS team. First, for the ELA position that opened up at FMS, we had a somewhat “internal” candidate apply for the position. Sandee Giffels had been serving as our reading interventionist and department head for the 24 – 25 school year. She came to us with 13 years of teaching experience out of state. She received her Bachelor's Degree from GVSU in Business Administration and her Master's in the Art of Teaching from North Park University.

The second position was for a special education vacancy at Fruitport Middle School. Monte Kelly, Amy Vargo, and myself interview 3 candidates for the position. From that pool, we decided to offer the job to Missy Dreese. Missy has prior experience as an instructional assistant as well as a special education teacher. She received her Bachelor's Degree from Argosy University and her Master's in the Art of Teaching from Grand Canyon University.

I am excited to have both of them join the FCS Team!

MELISSA DREESE

Spring Lake, MI. 49456 • 616-502-6969 • melissadreese7@gmail.com

PROFESSIONAL SUMMARY

Versatile Special Education Teacher with focus on individual student needs across academia and emotional development. Empathetic and accommodating in design and implementation of hands-on lessons, catering to diverse learning abilities. Proficient in employing constant communication, patience and positive reinforcement in team efforts to deliver exceptional educational tools, fostering academic achievement.

SKILLS

- CPI Certified
- CPR Certified
- Effective owner communication
- Camper support and assistance
- Camp schedule management
- Camping programming knowledge
- Camper supervision

WORK HISTORY

Camp Extraordinaire

Owner - Grand Haven, MI

01/2000 - Current

Camp Extraordinaire for Special Needs students. Established in 2000. Great place where students learn how to utilize their community.

Here are things campers work on:

- Redirected students using Positive Behavior Support (PBS).
- Communicated with children to provide comfort, encouragement and positive reinforcement.
- Led activities that developed students' physical, emotional and social growth.
- Created learning and content strategies to meet needs of mentally and physically disabled students.

Paraprofessional

Ottawa Area Intermediate School District - Grand Haven, MI

08/1993 - Current

- Organized instruction material, including constructing bulletin boards and setting up work areas.
- Redirected students using Positive Behavior Support (PBS).
- Delivered effective and differentiated classroom instruction to diverse range of developmentally challenged students.
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Led activities that developed students' physical, emotional and social growth.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.

Grand Haven Area Public Schools

White Pines Intermediate School - Grand Haven, MI

08/2019 - 12/2019

- Organized instruction material, including constructing bulletin boards and setting up work areas.
- Redirected students using Positive Behavior Support (PBS).
- Delivered effective and differentiated classroom instruction to diverse range of developmentally challenged students.
- Communicated nonverbally with children to provide comfort, encouragement and positive reinforcement.
- Coordinated special education students and teacher assistant schedules with master schedule.
- Created and managed IEPs to define student learning objectives and educational strategies, in addition to applying instructional knowledge and methods to support goals.
- Led activities that developed students' physical, emotional and social growth.
- Cultivated connections and strong student rapport to foster classroom engagement, in addition to recording student progress to inform parents and school administration.
- Created learning and content strategies to meet needs of mentally and physically disabled students.
- Designed and implemented point system to encourage positive behavior.
- Developed and managed instructional materials and reports.
- Gave one-on-one attention to students, while maintaining overall focus on entire group.
- Established safe play environment for students.
- Attended monthly staff training sessions.
- Taught multiple subjects to students with intellectual or emotional disabilities.
- Modified general education curriculum for special-needs students using various instructional techniques and technologies.

EDUCATION

Masters

Grand Canyon University - Phoenix, Arizona

12/2019

GPA: 3.87

Bachelors Of Art

Argosy University - Phoenix, Arizona

12/2014

GPA: 3.87

Pending Michigan Cognitive Impairment Endorsement

CERTIFICATIONS

- CPI Certified
- CPR Certified
- Good Communicator
- Make and deliver lesson plans
- Computer literate
- PBIS

Sandee Giffels

6343 Satjanon Dr. ~ Ooltewah, TN 37363

815-355-2703 ~ sgiffels20@gmail.com

CERTIFICATION AND EDUCATION

Tennessee Elementary Certification (K-5)

Endorsements:

Middle School: Language Arts

Middle School: Social Science

North Park University ~ Chicago, IL

- **MATC Program for Elementary Teacher Type 03 Certification** (Sept 2009)

Grand Valley State University ~ Allendale, MI

- **Bachelor of Business Administration ~ Finance** (1989)
-

TEACHING EXPERIENCE

Cleveland City School District ~ Cleveland, TN (4/2023 - 5/2024)

5th Grade STEM / Rti Teacher - Candy's Creek Cherokee Elementary

Hamilton County Schools ~ Ooltewah, TN (8/2022 - 2/2023)

Interim Positions: 7th grade math-Ooltewah Middle & 4th grade- East Brainerd Elementary

Crystal Lake District 47 ~ Crystal Lake, IL (8/2010 - 5/2022)

4th and 5th grade-North Elementary School, 8th grade-Hannah Beardsley Middle School

- Established and communicated clear objects and differentiated to meet all student needs
- Implemented Common Core State Standard language and lessons to prepare students for college and career readiness in literacy and math
- Provided a safe and functional learning environment that encourages academic and emotional growth

Committee Participation: 5th Grade ELA Units of Study Curriculum Development, 4th Grade Math Curriculum Team, PBIS Tier 1 and 2, Building Leadership Team, and Social Committee

First United Methodist Preschool ~ Crystal Lake, IL (2005-2008)

Teacher (T/TH 3 yr. olds and MWF 4 yr. olds)

CORPORATE BANKING EXPERIENCE

Comerica Bank ~ Auburn Hills, MI (1989-2000)

Assistant Vice-President, Consumer Credit Administration

- Built and managed credit scoring systems for Consumer Loans
- Developed and taught a training program on consumer loan underwriting to over 300 Branch Manager Trainees
- Audited corporations to verify assets and liabilities to support asset-based lines of credit

References - Sandra J Giffels

Lisa Earby, Principal
Candy's Creek Cherokee Elementary School
4445 Georgetown Rd
Cleveland, TN 37312
423-331-1995
learby@clevelandschools.org

Marla Norgard, 4th grade teacher
North Elementary School
500 W Woodstock St.
Crystal Lake, IL 60014
815-482-4855
Email: mjnorgard@d47.org

Michelle Barrett, Principal
North Elementary School
500 W Woodstock St.
Crystal Lake, IL 60014
847-269-5656
Email: mbarrett@d47.org

Danielle Bredemus, Assistant Principal
North Elementary School
500 W Woodstock St.
Crystal Lake, IL 60014
248-563-3960
Email: dbredemus@d47.org

Memo

To: FCS Board of Education
From: Allison Camp, Curriculum Director
Date: July 31, 2025
Re: Recommendations for Hire

A team of educators from ESU and Edgewood Elementary met on three different days to interview applicants for the open resource room teaching position at Edgewood. Staff that were included in the interview process were Olivia Zienert, Shaun Danicek, Brittany Lieffers, Morgan Cuevas, Danielle Forrest, and myself.

From our pool of 8 candidates, the team decided to offer the job to Kristina Hedrick. Kristina is coming to us with 6 years of teaching experience. She graduated from GVSU with her undergraduate degree in special education. She recently completed her Master's Degree from Michigan State University in Learning Disabilities.

I am excited to have her join the FCS Team!

Kristina Hedrick

1931 Madison St. Muskegon, MI 49442 • (765) -414-8402 (cell) •
teach4life321@yahoo.com

EDUCATION

Michigan State University, East Lansing, MI

May 2022- December 2024
Masters Degree in Learning Disabilities (LD)

Grand Valley State University, Allendale, MI

August 2013-May 2019
Bachelor of Arts
Major: Comprehensive Science and Arts for Teaching
Major: Special Education
Endorsements: CI (Cognitive Impairments)
EI (Emotional Impairments)

TEACHING EXPERIENCE

Orchard View Middle School, Muskegon, MI

August 2023 - Present
Special Education Teacher (7th and 8th Grade Teacher)

Three Oaks Public School Academy, Muskegon, MI

August 2019 - 2023
Special Education Teacher (K - 4th Resource Room Pull Outs)

Lakeshore Learning Center, Muskegon, MI

January 2019-Present
EI Student Teaching (7th/8th Self - Contained)
Learned how to write an EI IEP and and seclusion and restraint

Oakridge Lower Elementary, Muskegon, MI

August 2018- December 2018
General Education Student Teaching (Kindergarten)
Utilized zoo phonics, ReadyGen (ELA Curriculum), Math Expressions, Haggerty Phonics, Whole Brain Teaching methods, Restorative Justice practices and Common Core State Standards Lessons

Reeths - Puffer Middle School, Muskegon, MI

January 2018- June 2018
CI Student Teaching (6th - 8th Self - Contained)

“Kristina Hedrick possesses a genuine heart for teaching. She is hard working, optimistic, and dedicated. She possesses the passion to be an exceptional teacher. I have confidence Kristina Hedrick will be successful, and she will be a positive asset to a school.”

Teisha Kothe- GVSU Field Coordinator

“Kristina Hedrick possesses numerous outstanding scholarly qualities. Her lesson plans reflect her intelligence, experience and understanding of child development. She maintains exceptional quality in this assignment; she demonstrates knowledge of educational theory, assessment, curriculum and developmentally appropriate practice. Her goals articulate high expectations with relevance to curriculum frameworks and standards. She integrates creativity into highly effective lessons!”

Cheryl Kaletka, GVSU Field Coordinator

“Kristina always has a positive attitude and has fun with her teaching. The students are engaged and enjoy learning from her. Kristina’s teaching incorporates students interests and life experiences to gain student participation. She has demonstrated the ability to develop lessons for all modalities of learning. Her classroom management has developed through her teaching and continues to be effective by teaching classroom expectations.”

Ashley Sherman- CI Student Teaching Mentor

“Kristina quickly became an accepted, contributing, respected member of this special education team and worked

Utilized Readtopia ELA curriculum, Story Champs Writing Curriculum, F&P Testing, and Essential Elements Standards

Moon Elementary, Muskegon, MI

September 2017 -December 2017

Teacher Assisting (K - 5 Resource Room)

Utilized Lexia, Reading A - Z and Phonics decoding

Three Oaks Public School Academy, Muskegon, MI

January 2017- June 2017

Teacher Assistant/RTI Interventionist (K - 5)

F&P Reading Assessments and Running Records

Three Oaks Public School Academy, Muskegon, MI

September 2016 -December 2016

Reading Tutor (Kindergarten)

Zinser Elementary, Grand Rapids, MI

January 2016-April 2016

Math Tutor (First Grade)

Holland East Elementary School, Holland, MI

October 2015

Family Math Night Activity Host (K - 2)

Grand Rapids Child Discovery Center, Grand Rapids, MI

September 2013 -November 2013

Reading Tutor (Kindergarten)

WORK EXPERIENCE

Orchard View Middle School - Special Education Teacher

August 2023 - Present

Three Oaks Public School Academy - Special Education Teacher

August 2019 - 2023

Meijer - Cashier, Service Desk Associate, Service Coordinator

October 2014 - August 2019

Michigan's Adventure - Rides Associate

June 2016- August 2016

McDonald's - Cashier/ Crew Trainer

collaboratively with them throughout this placement. No doubt Kristina's friendly, spirited manner, enthusiasm for education, and dedication to excellence in the classroom contributed to a novice teacher being readily accepted. What I have admired most about Kristina is her ability to be honestly self-reflective. After teaching a lesson she knew exactly where improvement was needed. She continually sought ways to improve her teaching and actively pursued new educational ideas, techniques, and methods."

Ellen Murray, GVSU Field Coordinator

~~~~~  
"With ease, Kristina developed a safe and caring relationship with her class. Her kindness, patience and positive energy were evident from the moment she greeted the students in the morning. She carried a child-centered attitude and strived to get to know each student as an individual. Management in Ms. Hedrick's classroom was nurturing and positive. During the semester, Ms. Hedrick worked to find her warm but firm "teacher voice." She used praise and positive parent contact as ways to encourage good behavior."

Teisha Kothe, GVSU Field Coordinator

~~~~~  
"Kristina created a learning community in which individual differences were respected. She used several methods in her attempts to shape and monitor a safe and productive environment. She referenced our building PBIS expectations and Whole Brain Teaching methods to establish daily routines and behavior standards."

Staci Brown, Kindergarten Teacher at Oakridge Lower Elementary

AWARDS, CERTIFICATIONS, TRAININGS

Dean's List at GVSU- Eight Semesters
CPI Certification
CPR Certification
Paraprofessional Training
Trauma-Informed Teaching
IEP Bootcamp Training
Whole Brain Teaching
Restorative Justice Approach
Steward's of Children Training
Phonics First (Orton Gillingham)
FBA and PBSP Training
Educational Benefit Review (EBR) Training

SKILLS

Positive Attitude	Differentiated Instruction
Active Listening	Instructional Best Practices
Time Management Skills	Communication Skills
Self-Reflective	Organized
Creative Lesson Planning	Flexible

References

Lynne Blanchard

School Social Worker

Three Oaks Public School Academy

1212 Kingsley Street

Muskegon, MI 49442

(231) 766 - 1133

Cindy Kersting

Former Bus Driver/ Teacher's Aide

Three Oaks Public School Academy

1212 Kingsley Street

Muskegon, MI 49442

(231) 340 - 8301

Nick Smith

Special Education Teacher

Three Oaks Public School Academy

1212 Kingsley Street

Muskegon, MI 49442

(231) 262 - 9165

Gera Christine Wier

3694 Prairieview Dr. Ravenna, MI 49451
734.771.9736 gerachristine@ymail.com

Objective

To obtain a long-term position where I am able to utilize knowledge and professional skills obtained through many years of client interactions in a fast-paced environment, while continuing to grow and learn in a setting conducive to my evolving skillset.

Skills

- Excel in client communication
- Exceptionally organized
- Ability to handle multiple emergency situations in a calm, efficient, timely manner
- Knowledge of veterinary medical terminology and medications, including Oncology, Neurology, Internal Medicine, and General Practice services
- Comfortable and properly skilled in restraint of animals, fractious or calm
- Passed several continuing education requirements to further my knowledge

Experience

Fruitport Animal Hospital

Fruitport, MI

- Lead reception role, in charge of three phone lines, managing appointments, problem solving, client care and education. Opening and closing duties. Generating weekly and monthly reports. Staff schedule changes as needed. Transcribing and submitting prescriptions. Record keeping and transcribing medical histories.
- Doctor Assistant duties include assisting in exam rooms, surgery prep and monitoring, recording detailed patient histories, client education, setting up and reading laboratory tests such as fecal, urinalysis, heartworm and feline leukemia tests, maintaining a clean and sanitary workspace, knowledge of parasite control options, filling prescriptions, blood draws on canines and felines, and proper handling of avians, reptiles, wildlife, and pocket pets.
- Staff managerial duties including weekly inventory and ordering, staff coaching, staff schedules, meetings with vendors and distributors, maintaining clinic email, handling of returns, developing a smooth training protocol.

Long Lake Animal Hospital

Traverse City, MI

- Lead reception role, in charge of five phone lines, managing appointments, problem solving, client care and education. Opening and closing duties. Accurate drawer and cash handling, monthly reports. Staff schedule changes as needed. Transcribing and submitting prescriptions. Record keeping and transcribing medical histories.
- Trained as a CCRA- Certified Canine Rehab Assistant through 3 1 week courses in Florida and Colorado including Laser therapy, Underwater Treadmill Therapy, and assigned exercises.

Heritage Animal Hospital

Dundee, MI

- Outpatient Tech duties include thorough knowledge and utilization of Improved computer system, receptionist relief, assisting DVMs in exam rooms with animal handling and client education, discharging patients from hospital, accurately filling prescriptions, cleaning duties, collecting urine/fecal/blood samples and running appropriate labs, surgery prep and assisting, sterilization of surgical tools, feeding, walking, and appropriate treatments for hospitalized animals.

Friendship Hospital for Animals**Washington, DC**

- Key master duties include preparing, dosing, and properly logging controlled substances, filling prescriptions, maintaining inventory of drugs and supplements, ensuring correct labels and instructions for all medications to go home with clients.
- Client Care Technician duties include all receptionist duties, answering 20 line phone system, educating clients for aftercare and disease prevention, cleaning clinic and animal areas, maintain patient records, and a broad knowledge of all animal medical terminology.
- Veterinary Assistant duties include assisting doctors in exams, recording histories from clients, laundry, preparing vaccines, restraint techniques, drawing blood samples, collecting urine samples, submitting lab work, medical treatments such as administering fluids, anal gland expressions, ear cleanings, nail trims.

Education

Kalamazoo Valley Community College

Prerequisites

Michigan State University

College of Natural Science, Zoology

REFERENCES GLADLY PROVIDED UPON REQUEST



Fruitport Community Schools
Early Childhood Center
Pam Bergey, Director
3113 Pontaluna, Fruitport, MI 49415
Ph: 231-865-4056 • Fax: 231-865-4103
pbergey@fruitportschools.net

July 15, 2025

Dear Superintendent Jason Kennedy and Fruitport Community Schools Board of Education:

With a very heavy heart, I've decided it is time for me to leave my position as Director of the Fruitport Early Childhood Center. I do not have an exact retirement date yet, but it will be between October 31, 2025, and December 31, 2025.

It has been a pleasure and an honor to work with awesome people, from the team I work with every day, to the support I receive from central office.

I am a Fruitport grad, my kids are grads, and my grandchildren attend Fruitport Community Schools. I will always support FCS in any way needed. I have been a part of this district since 1994, and will truly miss it.

When I have decided on an exact date, I will notify you.

Sincerely,

Pam Bergey



Kennedy, Jason <jkennedy@fruitportschools.net>

Intent to Resign

Lancaster, Grant <glancaster@fruitportschools.net>

Mon, Jul 28, 2025 at 8:35 AM

To: Monte Kelly <mkelly@fruitportschools.net>, Jason Kennedy <jkennedy@fruitportschools.net>, Allison Camp <acamp@fruitportschools.net>, Trista Stingle <tstingle@fruitportschools.net>, Mark Mesbergen <mmesbergen@fruitportschools.net>

Good Morning,

I hope you are all doing well and enjoying your summers. I'm writing to indicate my intent to resign from my position at Fruitport Community Schools.

I've loved my time at FCS for the past six years thanks to the leadership and mentorship that you all provided.

Please let me know what you need from me throughout this process.

Grant Lancaster



Kennedy, Jason <jkennedy@fruitportschools.net>

Fwd: Resignation

Kelly, Monte <mkelly@fruitportschools.net>

Sun, Jul 27, 2025 at 10:24 AM

To: Mark Mesbergen <mmesbergen@fruitportschools.net>, Jason Kennedy <jkennedy@fruitportschools.net>, Allison Camp <acamp@fruitportschools.net>, Trista Stingle <tstingle@fruitportschools.net>

Monte Kelly
Fruitport Middle School Principal
(231) 865-3128

----- Forwarded message -----

From: **Rozenboom, Kaitlin** <krozenboom@fruitportschools.net>

Date: Fri, Jul 25, 2025 at 8:11 PM

Subject: Resignation

To: Kelly, Monte <mkelly@fruitportschools.net>

Hi Monte,

I am writing to formally resign from my position as 6th Grade English Language Arts teacher at Fruitport Middle School, effective immediately.

This was a difficult decision, as I have truly appreciated my time at Fruitport and the opportunity to work with such a supportive team and wonderful students. I've learned and grown so much here and am grateful for the experiences and relationships I've built.

I have accepted a position at Byron Center Public Schools and am looking forward to this new chapter.

When you have a moment, could you please let me know the best way to arrange picking up the remaining items from my classroom? I want to ensure the process is smooth and respectful of the school's schedule.

Thank you again for your support and understanding.

--

Kaitlin Rozenboom
6th Grade ELA Teacher



Fruitport Community Schools
REGULAR BOARD MEETING MINUTES
Monday, July 21, 2025 – 7:00 p.m.

Meeting Location:

Fruitport Community Schools Central Office
Board of Education Meeting Room
3255 E. Pontaluna Rd.
Fruitport, MI 49415

- I. **CALL TO ORDER:** The Regular meeting of the Board of Education was called to order at 7:00 p.m. by Board President, Dave Hazekamp.
- II. **ROLL CALL:** Present – Dave Hazekamp, Steve Kelly, JB Meeuwenberg, Josh Mueller, Kathy Six. Absent: Tim Burgess, Kris Cole.
- III. **APPROVAL OF AGENDA**
Item 25-109. MOTION by Cole, SECOND by Burgess to approve the agenda, as presented.

MOTION CARRIED: 5-0; 2 absent.
- IV. **PRESENTATIONS:** None
- V. **COMMUNICATIONS:** None
- VI. **SUPERINTENDENT/ADMINISTRATIVE REPORTS:**

Superintendent Kennedy provided an overview and discussed the End of Year Athletics Report for the 2024-2025 school year that was submitted to the Board of Education by Athletic Director Jonny Morehouse. The year end report was provided to the Board of Education in the Board Packet before the meeting.

VII. REMARKS FROM THE PUBLIC:

Todd Conrad, Associate Principal at Mona Shores High School, was in attendance at the Board meeting to complete requirements for the university program that he is enrolled in

as he works to add the Central Office (CO) endorsement to his School Administrator Certificate.

VIII. CONSENT AGENDA

Item 25-110. MOTION by Kelly, SECOND by Meeuwenberg to approve the Consent Agenda as listed below:

1. Approval of Bill Listing in the amount of \$963,508.27
2. Acceptance of June 2025 General Fund Financial Report
3. Acceptance of June 2025 Investments Report
4. Approval of Personnel Report (includes confirmation of new hires, resignations, retirees, and transfers)
5. Approval of Truth in Taxation Meeting Minutes from June 23, 2025
6. Approval of Organizational Meeting Minutes from June 23, 2025
7. Approval of Regular Meeting Minutes from June 23, 2025
8. Approval of Special Meeting Minutes from July 10, 2025

MOTION CARRIED: 5-0; 2 absent.

Board Member Tim Burgess arrived at the Board meeting at 7:10 p.m. and was present for the remainder of the meeting.

IX. GENERAL BOARD BUSINESS:

1. **November 4, 2025 Bond Proposal Discussion** - Superintendent Kennedy provided an update to the Board of Education pertaining to November 4, 2025 Bond Proposal that has been placed on the ballot. Superintendent Kennedy discussed the informational campaign and the progress being made in the development of information boards for each school building, a frequently asked questions document, a special edition mailer, website updates, and other informational materials.

X. BUSINESS AND FINANCE COMMITTEE REPORTS & RECOMMENDATIONS

1. Report of committee meeting held on July 14, 2025

There was not a report from the Committee, as the July 14, 2025 meeting of the Business and Finance Committee was canceled due to a lack of agenda items for the committee meeting.

XI. PERSONNEL COMMITTEE REPORTS & RECOMMENDATIONS:

1. Report of committee meeting held on July 14, 2025

Steve Kelly reported on a Personnel Committee meeting held on July 14, 2025 at 5:12 p.m. Dave Hazekamp, Steve Kelly, Kathy Six, and Jason Kennedy were present. The Committee discussed the Personnel Report for July 2025, and it discussed an update on the grievance that was received by high school teacher Paul Langereis that pertained to student disciplinary processes. The Committee discussed the need to consider renewal of the superintendent's contract before the expiration date of June 30, 2026, and it discussed provisions of the superintendent's contract pertaining to renewal. The Committee discussed a resolution pertaining to pay and compensation increases for non-affiliated staff members where salary schedules were not in place prior to the Board adopting salary, wage, and benefit handbooks that outlined salary schedules for these positions. The meeting was adjourned at 6:00 p.m.

1. Resolution: Non-Affiliated Pay and Compensation Increases

Item 25-111. MOTION by Kelly, SECOND by Six to approve the resolution pertaining to non-affiliated pay and compensation increases for the employees listed below, as discussed.

The increase in total compensation for the 2023-2024, 2024-2025, and 2025-2026 school years for all District employees were increased based on a market adjustment and average annual increases that were received by all other employee bargaining groups, and that compensation increases were consistent with other similar positions.

It is also understood that the compensation for all non-affiliated employees during the 2023-2024, 2024-2025, and 2025-2026 school years, or any other school year, was not paid for the specific purpose of increasing final average compensation (also known as "spiking"). The Board secretary is directed to sign the resolution for each employee named below. Further, the Board of Education has made these attestations with the intent of all named employees receiving full credit for retirement purposes for all reported compensation for the 2023-2024, 2024-2025, and 2025-2026 school years, and that the Board of Education intended such pay to be retirement eligible when it passed and approved the employee's employment pay agreement. The Board of Education intends this resolution to be in full compliance with the Order in *Batista*.

Employee Names: Brad Faulkner, John Winskas, Mark Mesbergen, Pam Bergey, Brenda Baker, Jason Kennedy, Allison Camp, Kyle Nielsen, Danielle VanderMeulen, Jessica Wiseman, Kristine Brower, James Laus, Michael

McMullin, Jeff Schurman, Dan Hazekamp, Katie Shawl, James Sherrill, Nate Smith, Sarah Gorski, Ashley Rinzema, Lauren Geldaker, Mallory Rubley, Madison Freeland, Gregory Rohn, Raymond Pierson, Diane Jacobs, Jane Chickering, Kendra Johnston, Robert Cammenga, Cameron Fielstra, Steve Erny, Nick Reed, Chelsea Shirley, Kim Stephens, Anthony Sowles, Rachel Saldana, Brandi DeGram, Chelsey Vanderstelt.

Roll Call Vote:

- Ayes: Tim Burgess, Dave Hazekamp, Steve Kelly, JB Meeuwenberg, Josh Mueller, Kathy Six
- Nays: None
- Members Abstaining or Absent: Kris Cole

MOTION CARRIED: 6-0; 1 absent.

XII. STUDENT AFFAIRS COMMITTEE REPORTS & RECOMMENDATIONS

1. Report of committee meeting held on July 14, 2025

Tim Burgess reported on a Student Affairs Committee meeting held on July 14, 2025 at 4:30 p.m. Tim Burgess, Dave Hazekamp, Josh Mueller, and Jason Kennedy were present. The Committee discussed the first reading of the June 2025 summer policy updates from Thrun Law Firm. The Committee also reviewed the recommended changes to the 2025-2026 Student Handbooks, including recommended updates to the high school student handbook appendix. The meeting was adjourned at 5:11 p.m.

2. Thrun Law Firm Policy Updates – June 2025; First Reading

Superintendent Kennedy discussed the first reading of the June 2025 Thrun Law Firm Policy Updates with the Board of Education. A copy of the marked pdf of changes with tracked changes to the Board Policy Manual was provided to the Board of Education for review. A second reading of the policy updates will take place at the August 18, 2025 meeting of the Board of Education.

3. 2025-2026 Secondary and Elementary Handbooks

Item 25-112. MOTION by Burgess, SECOND by Mueller to approve the updated changes to the Secondary and Elementary School Student Handbooks for the 2025-2026 school year, as discussed.

MOTION CARRIED: 6-0; 1 absent.

XIII. BOARD MEMBER REPORTS AND DISCUSSIONS:

Josh Mueller shared with the Board of Education that the Fruitport Baseball Club's Peewee baseball team that he helps coach won the championship tournament that he had previously discussed the team competing in with the Board of Education.

XIV. AGENDA ITEMS for FUTURE MEETINGS & SCHEDULING OF ANY SPECIAL MEETINGS

1. The Business and Finance Committee will meet on August 11, 2025 at 5:00 p.m.
2. The Personnel Committee will meet on August 11, 2025 at 5:30 p.m.
3. The Student Affairs Committee will meet on August 11, 2025 at 4:30 p.m.
4. The Board of Education will meet on August 18, 2025 at 7:00 p.m. for the regular meeting.

XV. REMARKS FROM THE PUBLIC: None

XVI. ADJOURNMENT

Item 25-113. MOTION by Kelly, SECOND by Meeuwenberg to adjourn.

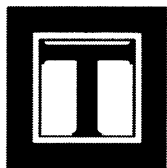
MOTION CARRIED: 6-0; 1 absent.

The meeting adjourned at 7:33 p.m.

Respectfully submitted,

Steve Kelly, Board Secretary

Jason J. Kennedy, Recording Secretary



THRUN

LAW FIRM, P.C.

U.S. MAIL ADDRESS
P.O. BOX 2575, EAST LANSING, MI 48826-2575
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August 14, 2025

Via Email

Mr. Jason Kennedy
Superintendent
Fruitport Community Schools
3255 East Pontaluna Road
Fruitport, Michigan 49415-9600

Re: Special School Election on Tuesday, November 4, 2025

Dear Mr. Kennedy:

Returned herewith is the proof proposition ballot for the above-referenced election.

- ☒ The ballot has been proofread and is correct.
- ☐ The ballot has been proofread and corrections are marked.
- ☐ Please provide another proof before final printing.

Thank you for providing a proof ballot for our review.

Very truly yours,

THRUN LAW FIRM, P.C.

By 
Ian F. Koffler

IFK/keh

Attachment

cc: Mark Mesbergen, Director of Business Services (via email)

Preview Ballot

08/13/2025 14:22:45

Tuesday, November 4, 2025

**Muskegon County, Michigan
Fruitport Charter Township, Precinct 1**

Proposal Section

**Fruitport Community Schools
Bond Proposal**

Shall Fruitport Community Schools, Muskegon and Ottawa Counties, Michigan, borrow the sum of not to exceed Seventy-Eight Million Five Hundred Thousand Dollars (\$78,500,000) and issue its general obligation unlimited tax bonds therefor, in one or more series, for the purpose of:

acquiring, erecting, completing and remodeling school buildings, facilities, and additions to school buildings and facilities; equipping, re-equipping, furnishing and refurbishing school buildings and facilities; acquiring, installing, equipping and re-equipping school buildings for instructional technology; purchasing school buses; and acquiring, preparing, developing, improving and equipping athletic fields, play fields, playgrounds, structures, facilities and sites?

The following is for informational purposes only:

The estimated millage that will be levied for the proposed bonds in 2026 is 2.26 mills (\$2.26 on each \$1,000 of taxable valuation) for a 0.00 mill net increase over the prior year's levy. The maximum number of years the bonds of any series may be outstanding, exclusive of any refunding, is thirty (30) years. The estimated simple average annual millage anticipated to be required to retire this bond debt is 3.13 mills (\$3.13 on each \$1,000 of taxable valuation).

(Pursuant to State law, expenditure of bond proceeds must be audited and the proceeds cannot be used for repair or maintenance costs, teacher, administrator or employee salaries, or other operating expenses.)

☐ Yes

☐ No

✓ OK
proposed
8.14.25
KRT/KMW

BOARD ACTION REQUEST FORM

Meeting Date: August 18, 2025

To: Board of Education
From: Jason J. Kennedy

Attachment #X-1

Subject to be Discussed and Policy Reference:

Approval of 2025-2026 Course Offerings / Muskegon County Virtual Academy Course Offerings

Background Information: There have been no changes to the secondary course offerings from the 2024-2025 academic year to the 2025-2026 academic year. All course offerings will remain the same for this year. Students enrolled in the MCVA for the 2025-2026 academic year will utilize approved curricular resources and will enroll in courses outlined in the MCVA course catalog including core and elective options. All courses will have a teacher of record that meets the requirements in MCL 388.1621f. It is recommended that the Board approve the Secondary Course Offerings and the MCVA Course Offerings pursuant to requirements under Michigan's Pupil Accounting Manual.

Financial Impact:

Billing will be based on a per student fee calculated on the above costs. Districts will only be billed for the number of days a student is enrolled in the program. Member districts will be invoiced by MAISD at the end of each semester.

Recommended Action:

1. To approve the District Course Offerings and the MCVA Course Offerings pursuant to requirements under Michigan's Pupil Accounting Manual for the 2025-2026 school year.

Action Taken:

Vote: ___ Burgess ___ Cole ___ Hazekamp ___ Kelly

___ Meeuwenberg ___ Mueller ___ Six

MCVA Implementation Information for Districts	
25/26 School Year	
Admin FAQ	General resource to the MCVA program.
MCVA Student Handbook	25/26 Student Handbook
MCVA Course Catalog	List of all courses. Can be used for school board approval.
MCVA Calendar	<ul style="list-style-type: none"> • The MCVA calendar was determined following all county-wide dates, balancing MAISD calendars and district calendars. • While MCVA strongly encourages parents and students to follow the MCVA calendar, we understand that parents may ask to excuse their students for district dates not aligned to the MCVA calendar. MCVA can be flexible for these requests.
Virtual format options	<ul style="list-style-type: none"> • Synchronous - available for core classes 1st-12th grade • Asynchronous - available for all classes K-12th grade • Synchronous / Asynchronous Hybrid - students can take a combination of synchronous and asynchronous classes • Virtual / In-Person Hybrid - students can take a combination of virtual and in-person classes at their district, CTC, Early Middle College, or dual enrollment.
MCVA / District Partnership	<ul style="list-style-type: none"> • MCVA sends academic and attendance updates to districts multiple times each semester. Districts are encouraged to monitor the updates and partner with MCVA if additional student support is needed. • MCVA can also create observer accounts for any 6-12 students in the Accelerate system.
Truancy	<ul style="list-style-type: none"> • MCVA will track and document truant students. • MCVA works with Matt Dye and follows the Muskegon County truancy process. • MCVA will communicate with districts when students are in the truancy process. • Districts are encouraged to partner with MCVA to help increase student attendance.
Who to contact at MCVA?	<ul style="list-style-type: none"> • MCVA Admin Assistant - Sarah Juhnke: general MCVA questions, orientation, on-boarding, technology, and general communication with parents • MCVA success coaches - Lisa Schaffran (K-7) & Lauren Bonner (8-12): student support needs • MCVA Teacher Consultant - Jill VanderWalle: IEP scheduling, accommodations, special education student

	support <ul style="list-style-type: none"> • MCVA Elementary teachers - Toby Jurewicz & Tammy Warren • MCVA Secondary teachers - Lisa Bayne (maty), Kemberle Crowell (science), Dave Vermeulen (social studies), Deb Mau (ELA)
Asynchronous teachers	<ul style="list-style-type: none"> • MAISD sub-contracted teachers • Accelerate teachers
Enrollment Information	
MCVA Enrollment Form	Use this link to enroll students. Only district staff can complete the enrollment form, not parents.
FAPE Guidance	Guidance on determining appropriate placement in MCVA for students in special education.
MCVA Expectations Document	MDE recommends parents complete prior to enrollment. Virtual students are not eligible for FTE without a virtual contract on file.
Enrollment Timeline (Enrollment Steps Graphic)	<ul style="list-style-type: none"> • MCVA is open enrollment and will accept students throughout the school year. • 1st limitation on open enrollment: about a 1/3 of the way into each semester, MCVA will limit enrollment in synchronous classes. • 2nd limitation on open enrollment: MCVA strongly discourages enrollment after May 1st but will allow for exceptions for extenuating circumstances where virtual is necessary.
Getting Started	Once an enrollment request is placed, MCVA will communicate with the parents/guardians to schedule orientation.
End of Enrollment	<ul style="list-style-type: none"> • At the end of each semester MCVA will send enrollment recommendations to districts. These recommendations are flexible for district and student needs. • General rule: students can not pass one class and be recommended to continue. Students not passing more than one class are not recommended to continue.
Scheduling and graduation audits	<ul style="list-style-type: none"> • MCVA will follow course suggestions in the enrollment form. • At the start of the semester, MCVA will send student schedules to counselors. • Districts monitor graduation progress for students and provide guidance for MCVA on courses needed. • Seniors & graduation: <ul style="list-style-type: none"> ○ MCVA is able to use a flexible schedule for seniors needing graduation requirements ○ MCVA updates districts throughout the year, but

	<p>especially in S2 on seniors' progress</p> <ul style="list-style-type: none"> ○ MCVA follows senior dismissal dates and seniors are not expected to complete work after their last day at their district. ○ If needed, MCVA can extend the dates for seniors until the last day of school.
Financial Information	
MCVA Count Day Information	Information shared with district pupil accounting personnel
MCVA Count Overview	<ul style="list-style-type: none"> ● MCVA uses three criteria to meet count requirements <ul style="list-style-type: none"> ○ 1st priority - synchronous attendance where applicable ○ 2nd priority - assignment completion ○ 3rd priority - two-way interaction, used as a backup when synchronous attendance and assignment completion are not completed ● MCVA follows the 10/30 day rule ● Count updates are sent to pupil accounting personnel weekly. Pupil accounting personnel then forward the information to relevant district staff. This can help document TWI or assignment completion if missing.
MCVA cost	<p>The cost of MCVA is:</p> <ul style="list-style-type: none"> ● \$5,900 per year for a full-time student. ● \$550 per semester course for a part-time student. ● \$275 minimum charge ● No charge is student is enrolled under 10 days ● The cost is determined by a daily charge

Main Office		
Jeff Bush	Principal	231-767-4384 (office) 616-881-9669 (cell) jbush@muskegonisd.org
Sarah Juhnke	Administrative Assistant	231-767-4397, sjuhnke@muskegonisd.org
Teaching Staff		
Lisa Bayne	Secondary Math Teacher	lbayne@muskegonisd.org
Kemberle Crowell	Secondary Science Teacher	kcrowell@muskegonisd.org
Toby Jurewicz	2nd-3rd Elementary Teacher	tjurewicz@muskegonisd.org
Deb Mau	Secondary English Teacher	dmau@muskegonisd.org
Jill VanderWalle	Teacher Consultant	jvanderwalle@muskegonisd.org
Dave Vermeulen	Secondary Social Studies Teacher	dvermeulen@muskegonisd.org
Tammy Warren	K-1st Elementary Teacher	twarren@muskegonisd.org
Success Coaches (student mentors)		
Lauren Bonner	8th-12th Success Coach	lbonner@muskegonisd.org
Lisa Schaffran	K-7th Success Coach	lschaffran@muskegonisd.org

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
ELA Courses					
Kindergarten ELA	<p>The English Language Arts K program comprises two courses, ELA K and Phonics K. The program provides kindergarten students with a complete early literacy learning experience. Students work through structured lessons that emphasize reading readiness, phonics, language skills, literature, writing skills, and handwriting through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice, both online and offline. The program provides a strong foundation in comprehension and vocabulary to instill a lifelong interest in reading and learning.</p> <p>Phonics prepares students to become independent readers through teacher-led, systematic, multisensory instruction in a developmentally appropriate manner. Students review letter names, practice phonological awareness, and learn decoding skills and sight words. Letter tiles, a variety of interactive games and activities, and decodable readers (brief stories that consist entirely of words students can read independently) support multimodal learning.</p> <p>Read-aloud instruction through a wide variety of texts kindles the imagination and builds knowledge while developing listening skills, comprehension, and vocabulary. Students acquire the critical skills and knowledge required for reading and literacy. Text selections include engaging classic literature, exciting contemporary titles, and informative nonfiction topics in a variety of formats including trade books, magazines, and e-books.</p> <p>Poems and nursery rhymes help students further expand vocabulary and comprehension while developing a love of language. Drawing, and later writing, in students' My Writing Journal K lays the foundations of the writing process as students brainstorm, discuss, illustrate, and share ideas with others.</p> <p>Targeted handwriting activities provide gentle instruction to help students print letters correctly.</p>	ELA	Core	1	K-5
1st Grade ELA	<p>The English Language Arts 1 program comprises two courses, ELA 1 and Phonics 1. The program provides a well-balanced approach to literacy that integrates phonics, reading, writing, grammar, vocabulary, spelling, and handwriting. Students develop comprehension, build vocabulary, and gain a lifelong interest in reading. Thematic units in literacy contain workshops in which instruction is anchored by a focus text. Through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice (both online and offline), students build knowledge by exploring both classic and contemporary works in different genres and formats—fiction, poetry, drama, nonfiction, trade books, magazines, and e-books. Beginning in the second semester, students complete focused grammar activities and write a variety of compositions by following the writing process. Phonics prepares students to become independent readers through teacher-led, systematic, multisensory instruction in a developmentally appropriate manner. Students review phonological awareness and learn advanced decoding skills and sight words. Letter tiles, a variety of interactive games and activities, and decodable readers (brief stories that consist entirely of words students can read independently) support multimodal learning. Spelling instruction begins in the second half of the first semester in ELA 1, building on the foundation of letter-sound knowledge previously mastered in Phonics. Targeted handwriting activities provide gentle instruction to help students print letters correctly.</p>	ELA	Core	1	K-5
2nd Grade ELA	<p>English Language Arts 2 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, word study (including vocabulary and spelling), and handwriting into one integrated program. The course comprises 12 thematic units. Each unit contains workshops in which reading, writing, and word study are anchored by a focus text. Through read-aloud videos, independent reading, and close reading activities, students explore both classic and contemporary works in different genres and formats—fiction, poetry, drama, nonfiction, and magazines. Through studying model writing from the reading selections, students use the writing process to complete a variety of short and long compositions. Students learn about grammar, usage, and mechanics and apply those skills as they write, revise, and proofread their work. Students grow their vocabulary by learning the meanings of words from the reading selections, as well as their ability to determine word meanings through strategy-based instruction on concepts such as word relationships, context clues, and word parts. Foundational concepts of phonological awareness and phonics are also included. Spelling instruction focuses on common spelling patterns and understanding how to apply them to words beyond those on the spelling lists.</p>	ELA	Core	1	K-5
3rd Grade ELA	<p>Summit English Language Arts 3 provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course comprises 14 units, including 2 assessment units. Each unit contains workshops that have one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently both classic and contemporary works in a different genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students study writing models and then use the writing process to write a variety of compositions. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p>	ELA	Core	1	K-5
4th Grade ELA	<p>ELA 4 Summit provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, and magazines—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p>	ELA	Core	1	K-5
5th Grade ELA	<p>Summit English Language Arts 5 provides a well-balanced approach to literacy that connects reading, writing, grammar, vocabulary, and spelling into one integrated program. Dedicated time for keyboarding practice is also included. The course is made up of 12 units. Each unit contains workshops that center on one major focus (reading, writing, or word study) for instruction and reinforcement of big ideas. In reading workshops, students read independently in a variety of genres and formats—fiction, poetry, drama, nonfiction, magazines, and graphic novels—before exploring each text through various activities. In writing workshops, students analyze model writing samples and then work through the writing process to develop original compositions of their own. They learn about grammar, usage, and mechanics and apply those skills as they revise and proofread their work. In word study workshops, students grow their vocabulary by learning the meanings of groups of conceptually related words. Students also learn to focus on spelling patterns that are necessary to be fluent, proficient readers, writers, and spellers.</p>	ELA	Core	1	K-5
Math Courses					
Kindergarten Math	<p>Math K is designed to provide students with a strong foundation in mathematical concepts. Students master content through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice, both online and offline. Teacher-led instruction engages students using online resources, including virtual manipulatives, videos demonstrating concepts with physical manipulatives, and videos teaching concepts through song. During independent practice, students solve problems online, often working with virtual manipulatives, and offline in an activity book. The Math K curriculum begins with a heavy emphasis on numbers and counting, leading to an understanding of addition and subtraction. Throughout the Math K course, students also explore mathematical concepts found around them in the world, including clocks and calendars, position and patterns, subitizing, shapes, measurable attributes, and money.</p>	Math	Core	1	K-5

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
1st Grade Math	Math 1 continues to build a strong foundation in mathematical concepts. Students master content through a combination of teacher-led instruction (either live or via embedded video within the course) and independent practice. Teacher-led instruction engages students using online teacher resources, including virtual manipulatives, videos demonstrating concepts with physical manipulatives, and videos teaching concepts through song. During independent practice, students solve problems online, often working with virtual manipulatives, and offline in an activity book. The Math 1 curriculum focuses on numbers and counting, data representations, addition and subtraction, story problems, length, time, shapes, and place value. Throughout the Math 1 course, students review mathematical concepts found around them in the world. They also master addition and subtraction math facts through 10.	Math	Core	1	K-5
2nd Grade Math	Math 2 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 2 includes the tools and technology that students need to succeed. Summit Math 2 focuses on numbers through 1,000; time and money; two-digit addition and subtraction; length; story problems; shapes; number patterns; and data displays.	Math	Core	1	K-5
3rd Grade Math	Summit Math 3 is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 3 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 3 focuses on reviewing patterns and number sense; discovering addition, subtraction, multiplication, and division strategies; exploring shapes and calculating area; learning about fractions and equivalent fractions; measuring time, length, liquid volume, and mass; and exploring and making data displays.	Math	Core	1	K-5
4th Grade Math	Math 4 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 4 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 4 focuses on expanding understanding of operations with whole numbers, developing a greater understanding of fractions, discovering decimals and their relationship to fractions, and exploring geometric figures.	Math	Core	1	K-5
5th Grade Math	Math 5 Summit is designed to support true depth of knowledge required by today's standards. With rich content to form conceptual understanding and enough practice to support mastery, including time built-in for individualized independent practice, games, and offline practice, Summit Math 5 includes the tools and technology that students need to succeed in a blended learning environment. Summit Math 5 focuses on expanding understanding of operations with fractions, developing a greater fluency with operations with multi-digit numbers, expanding understanding of decimals, and learning to perform operations with decimals, learning about the coordinate plane, and exploring volume.	Math	Core	1	K-5
Science Courses					
Kindergarten Science	Science K brings science alive by providing students a combination of virtual lab investigations (with options for hands-on learning), interactive lessons that provide opportunities for inquiry, and an array of e-books that capture students' attention and grow their interest in science. The curriculum begins with an overview of what science is and who scientists are. Students then focus on plant and animal relationships and analyze the weather. In the last half of the course, students explore how the sun affects their world and explore the interactions between different forces.	Science	Core	1	K-5
1st Grade Science	Science 1 brings science alive by providing students a combination of virtual lab investigations (with options for hand-on learning), interactive lessons that provide opportunities for inquiry, and an array of e-books that capture students' attention and grow their interest in science. The curriculum begins with an overview of what science is and how to study it. Students then focus on plant and animal traits and relationships. In the last half of the course, students explore the patterns they see in the sky and examine how sounds and light are used to communicate and help them understand their world.	Science	Core	1	K-5
2nd Grade Science	Science 2 brings science alive by providing students a combination of virtual lab investigations (with options for hand-on learning), interactive lessons, and an array of e-books that capture students' attention and grow their interest in science. Students engage in science and engineering practices as they explore topics such as matter and its interactions, changes to the earth, and plants and animals. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.	Science	Core	1	K-5
3rd Grade Science	Science 3 brings science alive by providing students a combination of virtual lab investigations (with options for hand-on learning), interactive lessons, and an array of e-books that capture students' attention and grow their interest in science. Students engage in science and engineering practices as they explore topics such as organisms, the environment, weather, climate, motion, and forces. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.	Science	Core	1	K-5
4th Grade Science	Science 4 brings science alive by providing students a combination of virtual lab investigations (with options for hand-on learning), interactive lessons, and an array of e-books that capture students' attention and grow their interest in science. Students engage in science and engineering practices as they explore topics such as energy, waves, information transfer, plant and animal structures, senses, and the earth's features and resources. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.	Science	Core	1	K-5
5th Grade Science	Science 5 brings science alive by providing students a combination of virtual lab investigations (with options for hand-on learning), interactive lessons, and an array of e-books that capture students' attention and grow their interest in science. Students engage in science and engineering practices as they explore topics such as matter, organisms, ecosystems, the earth's systems, and the earth's place in the universe. Throughout the course, students conduct investigations using digital tools and simulations. Some labs also include alternative investigations that use household materials.	Science	Core	1	K-5
Social Studies Courses					
Kindergarten Social Studies	This course introduces students to fundamental topics within the social studies discipline. These topics include family, home, community and culture, geography, chronology, early U.S. history, civics and the responsibilities of citizenship, and economics. Students begin by locating themselves and their families within a community and culture. They learn about basic physical geography and how to read maps and globes. Students explore what history is and how they study the past. They learn about the first peoples of the Americas and the founding of the United States. Students identify symbols of and celebrations in the United States and investigate the lives of significant historical figures in the context of civic responsibility. They also explore citizenship and basic economics.	Social Studies	Core	1	K-5
1st Grade Social Studies	This course covers several different areas of social studies, including physical and human geography; history and historical sources; U.S. symbols, songs, and celebrations; citizenship and civic responsibility; and economics. Students learn about the locations, characteristics, resources, and cultures of the earth, as well as those in their own community. They explore concepts related to the study of history and the history of the United States. Students identify key U.S. symbols and learn the reasons behind special national observances. They learn the meaning of citizenship and the duties and responsibilities of good citizens. Students explore basic economic concepts, such as needs and wants, buying and selling, and consumers and producers. They investigate the development of ancient civilizations in the Fertile Crescent, Egypt, India, China, and Greece.	Social Studies	Core	1	K-5

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
2nd Grade Social Studies	Second graders experience a broad introduction to social studies and build a base for future learning. Students expand their map skills by using features of maps, including scale, direction, and location, to read maps and draw conclusions. They put their map skills to use exploring the physical and human features of their community, state, country, continent, and world. Students increase their understanding of chronology and investigate the past using sources to learn more about themselves and their communities. They study people who influenced history as leaders, inventors, and trailblazers. Students discover cultures around the world and in their own communities. Students also learn the basic concepts and operations of the economy and are introduced to the basic principles of personal finance. Students describe the role of government and expand their understanding of how citizens contribute to their communities.	Social Studies	Core	1	K-5
3rd Grade Social Studies	Third graders explore the world around them through the lens of diverse social studies concepts and topics. Students apply their knowledge of basic map skills to identify the purpose of various maps and interpret how people adapt and change their environment to adjust to different climates and natural resources. Students then investigate the regions of the country, studying their physical and human features, history, and culture. They describe how culture changes and adapts to meet human needs as they explore cultures around the world and in their communities. Students learn about the founding documents and principles of America's government to see how state, local, tribal, and national governments operate. They learn that citizens have rights, responsibilities, and civic duties. Students investigate the relationship between humans and their environment to learn ways they can make a difference in their communities. They survey various public issues then choose one to research and propose solutions. Students expand their understanding of basic principles of economics and the importance of saving and budgeting for personal financial health.	Social Studies	Core	1	K-5
4th Grade Social Studies	Fourth graders investigate the geography, history, economics, and civics of the United States. Students begin their study of geography by learning how to read and interpret different types of maps. They use maps to explore the five regions of the United States, as well as neighboring countries to the north and south. Students learn about the nation's natural landmarks and landforms, weather and climate, plant life, and wildlife. They learn about capital cities, urban and rural areas, business and industry, recreational and historical sites, and the importance of preserving the environment. Using primary and secondary sources they explore historical events and perspectives in American history. While students learn about cultural exchanges, settlement patterns, and migrations as the country changed over time, they begin to analyze historical events in terms of cause and effect to better understand the past. Students use research skills to learn about their state and share those findings with others. Students study basic economic concepts, financial choices, taxes, banking, and investing. They also explore federal, state, and local government and learn how America's founding documents establish government by the people. They learn about citizenship rights and responsibilities, limits to rights, and how citizens address modern-day issues in their communities and nation.	Social Studies	Core	1	K-5
5th Grade Social Studies	This course introduces students to fundamental topics within the social studies discipline. These topics include family, home, community and culture, geography, chronology, early U.S. history, civics and the responsibilities of citizenship, and economics. Students begin by locating themselves and their families within a community and culture. They learn about basic physical geography and how to read maps and globes. Students explore what history is and how they study the past. They learn about the first peoples of the Americas and the founding of the United States. Students identify symbols of and celebrations in the United States and investigate the lives of significant historical figures in the context of civic responsibility. They also explore citizenship and basic economics.	Social Studies	Core	1	K-5
Specials					
Art K E1	This course introduces students to the world of art. Students learn about paintings and sculptures. They see art that looks realistic and art that looks imaginary and discover how artists use lines, shapes, colors, patterns, textures, and forms in artworks. Students discuss portrait, landscape, and still life artworks. They draw, paint, and sculpt their own artworks that are inspired by the artworks they study.	Art	Specials	1	K-5
Art 1 E1	This course introduces students to the world of art and architecture. Students learn about paintings and sculptures and see art that looks realistic and art that looks imaginary. Students discover how artists use lines, shapes, colors, patterns, textures, symmetry, and forms in portrait, landscape, and still life artworks. They discover ancient cave paintings and ancient art from Egypt, Greece, and China. Students draw, paint, and sculpt their own artworks that are inspired by the artworks they study.	Art	Specials	1	K-5
Art 2 E1	This course introduces students to the world of art and architecture. Students learn about paintings and sculptures, both realistic and abstract. They discover how artists use lines, shapes, colors, patterns, textures, and forms in portrait, landscape, and still life artworks. They discover art forms from Europe, Asia, Africa, and the Americas. Students draw, paint, and sculpt their own artworks that are inspired by the artworks they study.	Art	Specials	1	K-5
Art 3 E1	This course introduces students to art and architecture from the 1400s through the 1700s. Students extend their knowledge of the elements of art and principles of design, such as form, texture, pattern, contrast, and balance. They investigate artworks from Europe, Asia, Africa, and the Americas. Students draw, paint, and sculpt their own artworks using a variety of materials and techniques, all of which are inspired by the artworks they study.	Art	Specials	1	K-5
Art 4 E1	This course introduces students to the art and architecture of early America through the modern era. Students extend their knowledge of elements of art and principles of design, such as form, texture, pattern, contrast, and balance. They investigate Colonial American artworks and modern artworks that generated new forms of expression. Students draw, paint, and sculpt their own artworks using a variety of materials and techniques, all of which are inspired by the artworks they study.	Art	Specials	1	K-5
Early American Art E1	This course introduces students to early American art, beginning with the art of the Indigenous peoples of North America and ending with the art and architecture of Colonial America. Students extend their knowledge of elements of art and principles of design such as form, texture, pattern, contrast, and balance. Students draw, paint, and sculpt their own artworks using a variety of materials and techniques, all of which are inspired by the artworks they study.	Art	Specials	1	K-5
Fitness and Health K Summit ED	Young students begin to learn the basics about how their bodies grow and work. In this course they learn to keep their bodies healthy, access health help, and make healthy choices. Lessons cover physical health and hygiene, mental health and wellness, nutrition and physical activity, injury and violence prevention, and safety. Students participate in fitness activities in each lesson. Students will practice fundamental movement patterns like skipping, hopping, and leaping, and will have fun learning basic yoga poses and cooperative games. Students learn life skills like how to reduce stress, respect differences and work together.	P.E.	Specials	1	K-5
Fitness and Health 1 Summit ED	Young students continue to learn the basics about how their bodies grow and work. In this course they learn about health resources and begin learning how the media can influence health. Lessons cover nutrition, healthy habits, mental health and wellness, exercise and activity, injury and violence prevention, and safety. Students participate in fitness activities in each lesson. They practice fundamental movement patterns like balancing, cross lateralization, and sequencing skills. They learn spatial and body awareness and how food and energy are connected. Students will learn about communicating feelings, personal responsibility, and the importance of lifetime wellness.	P.E.	Specials	1	K-5
Fitness and Health 2 Summit ED	In this course students continue learning about health and fitness. They learn about common illnesses and diseases and how to prevent illness. They will explore how to handle their emotions, build friendships, and ways to stay safe and make healthy choices. Lessons cover goal setting, mental health and wellness, bullying and cyberbullying, exercise and activity, and injury and violence prevention. Students participate in fitness activities in each lesson. Students practice performance strategies like fielding and striking, and develop fundamental movement patterns at different levels, speeds, and positions. The course emphasizes lifetime fitness habits, and students acquire tools to build mental, social and emotional health through lessons about problem solving, stress reduction, goal setting.	P.E.	Specials	1	K-5

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
Fitness and Health 3 ED	Students in Fitness and Health 3 ED participate in physical activity and acquire health information and skills as they explore what it means to live a healthy life. Students learn about the benefits of regular physical activity and the importance of physical fitness. Each day students participate in 30 minutes of physical activity. They learn and practice new fitness skills weekly to help improve flexibility, coordination, and aerobic movement. Students apply fitness skills as they explore various games and specific sports, such as basketball, soccer, football, and volleyball. In the area of health, students learn about physical, mental, and social health. They learn about wellness, safety, nutrition, disease and prevention, and the dangers of tobacco and alcohol use. Students learn about organs and how body parts work together to create systems such as the respiratory system. They learn about the importance of relationships and communication. Students also learn about dealing with bullies and staying safe online. Students use a Fitness and Health Notebook to reflect on what they have learned and apply information and skills.	P.E.	Specials	1	K-5
Fitness and Health 4 ED	Students in Fitness and Health 4 ED participate in physical activity and acquire health information and skills as they explore what it means to live a healthy life. Students learn about the benefits of regular physical activity and the importance of physical fitness. Each day, students participate in 30 minutes of physical activity. They learn and practice new fitness skills weekly to help improve flexibility, coordination, strength, and aerobic activity. Students apply fitness skills as they explore various games and specific sports, such as basketball, dance, soccer, and volleyball. In the area of health, students learn about physical, mental, and social health. They learn about wellness, safety, nutrition, disease and its prevention, emergency response, and the dangers of drug, tobacco, and alcohol use, including skills in refusing harmful substances. They learn about the importance of relationships and communication. Students also learn about dealing with grief, avoiding gangs, addressing bullying, and outdoor and online safety. Students practice for and take a fitness test that includes sit and reach, push-up, sit-up, and a mile run. Students use a Fitness and Health Notebook to reflect on what they have learned and apply information and skills.	P.E.	Specials	1	K-5
Fitness and Health 5 ED	Students in Fitness and Health 5 ED participate in physical activity and acquire health information and skills as they explore what it means to live a healthy life. Students learn about the benefits of regular physical activity and the importance of physical fitness. Each day students participate in 30 minutes of physical activity. They learn and practice new fitness skills weekly to help improve flexibility, coordination, strength, and aerobic activity. Students apply fitness skills as they explore various games and specific sports, such as baseball or softball, basketball, dance, soccer, and tennis. In the area of health, students learn about physical, mental, and social health. They learn about body systems, hygiene, nutrition, managing stress and dealing with negative emotions, safety, and the dangers of caffeine, getting into the wrong crowd, trouble with the law, and substance abuse, including skills to avoid harmful substances. They learn about the importance of healthy relationships, communication, and conflict resolution. Students also learn about dealing with grief, avoiding gangs, cyberbullying, and practicing kindness and respect. Students practice for and take a fitness test that includes sit and reach, push-up, sit-up, and mile run. Students use a Fitness and Health Notebook to reflect on what they have learned and apply information and skills.	P.E.	Specials	1	K-5



EdOptions Academy Courses

Math

AP® Calculus A/B
 AP® Statistics (Apex)
 Algebra 1 A/B
 Algebra 1 A/B Honors
 Algebra 2 A/B
 Algebra 2 A/B Honors
 Algebra I (Apex)
 Algebra II (Apex)
 Calculus A/B
 Calvert Grade 1 Math
 Calvert Grade 2 Math
 Calvert Grade 3 Math
 Calvert Grade 4 Math
 Calvert Grade 5 Math
 Calvert Kindergarten Math
 Consumer Mathematics
 Financial Mathematics A/B
 Fundamental Math (Apex)
 Geometry (Apex)
 Geometry A/B
 Geometry A/B Honors
 Introductory Algebra (Apex)
 Math 6 (Apex)
 Math 7 (Apex)
 Math 8 (Apex)
 Mathematics 1 A/B
 Mathematics 2 A/B
 Mathematics 3 A/B
 Mathematics I (Apex)
 Mathematics II (Apex)
 Mathematics III (Apex)
 Mathematics of Personal Finance (Apex)
 Precalculus (Apex)
 Precalculus A/B
 Precalculus A/B Honors
 Probability & Statistics
 Probability and Statistics (Apex)

English Language Arts

AP® English Language and Composition A/B
 AP® English Literature and Composition A/B
 Business English A/B
 Calvert Grade 1 English Language Arts
 Calvert Grade 2 English Language Arts
 Calvert Grade 3 English Language Arts
 Calvert Grade 4 English Language Arts
 Calvert Grade 5 English Language Arts
 Calvert Kindergarten English Language Arts
 English 06 A/B
 English 07 A/B
 English 08 A/B
 English 09 A/B
 English 09 A/B Honors
 English 10 (Apex)
 English 10 A/B
 English 10 A/B Honors
 English 11 (Apex)
 English 11 A/B
 English 11 A/B Honors
 English 12 (Apex)
 English 12 A/B
 English 12 A/B Honors
 English 9 (Apex)
 English Foundations I (Apex)
 English Foundations II (Apex)
 Media Literacy (Apex)

Science

AP® Biology A/B
 AP® Chemistry A/B
 AP® Environmental Science A/B
 Biology (Apex)
 Biology A/B
 Biology with Virtual Labs A/B
 Biology with Virtual Labs A/B Honors
 Calvert Grade 1 Science
 Calvert Grade 2 Science
 Calvert Grade 3 Science
 Calvert Grade 4 Science
 Calvert Grade 5 Science

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 National Collegiate Athletic Association (NCAA)
 Quality Matters Program



Calvert Kindergarten Science
 Chemistry (Apex)
 Chemistry A/B
 Chemistry A/B Honors
 Earth Science (Apex)
 Environmental Science (Apex)
 High School Earth & Space Science A/B
 High School Earth & Space Science A/B Honors
 Integrated Physics & Chemistry A/B
 Integrated Physics & Chemistry A/B Honors
 Middle School Earth and Space Science A/B
 Middle School Life Science A/B
 Middle School Physical Science A/B
 Physical Science (Apex)
 Physical Science A/B
 Physics (Apex)
 Physics A/B
 Physics A/B Honors
 Science 6 (Apex)
 Science 7 (Apex)
 Science 8 (Apex)
 Science Foundations (Apex)

Social Studies

AP® Macroeconomics (Apex)
 AP® Microeconomics (Apex)
 AP® Psychology (Apex)
 AP® U.S. History A/B
 AP® US Government and Politics (Apex)
 Calvert Grade 1 Social Studies
 Calvert Grade 2 Social Studies
 Calvert Grade 3 Social Studies
 Calvert Grade 4 Social Studies
 Calvert Grade 5 Social Studies
 Calvert Kindergarten Social Studies
 Contemporary World History A/B
 Economics
 Economics (Apex)
 Economics and Personal Finance (Apex)
 Ethnic Studies
 Geography and World Cultures (Apex)
 High School Civics
 High School World History A/B

High School World History A/B Honors
 MS Contemporary World History A/B
 Middle School Civics A/B
 Middle School U.S. History A/B
 Middle School World History A/B
 Modern World History from 1450 (Apex)
 Modern World History from 1600 (Apex)
 Personal Financial Literacy (Apex)
 U.S. Government
 U.S. History A/B
 US Government and Politics (Apex)
 US History (Apex)
 US History Since the Civil War (Apex)
 World Geography A/B
 World History (Apex)
 World History Survey A/B

World Languages

AP® Spanish A/B
 Chinese 1 A/B
 Chinese 2 A/B
 French 1 A/B
 French 2 A/B
 German 1 A/B
 German 2 A/B
 Spanish 1 A/B
 Spanish 2 A/B
 Spanish 3 A/B

Electives

Academic Success
 Art Appreciation (Apex)
 Art History and Appreciation
 Artificial Intelligence
 Business and Information Technology A/B
 Calvert Grade 2 Art and Picture Study
 Calvert Grade 3 Art and Picture Study
 Calvert Grade 4 Art and Picture Study
 Calvert Grade 5 Art & Art History
 College and Career Preparation I (Apex)
 College and Career Preparation II (Apex)
 Communication Applications
 Creative Writing
 Creative Writing (Apex)

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 Quality Matters Program



Digital Citizenship A/B
 Engineering and Technology A/B
 Environmental Science A/B
 Exploring Agriculture and Business A/B
 Exploring College and Careers A/B
 Exploring Health Sciences A/B
 Gothic Literature
 Holocaust Studies
 Introduction to Anthropology
 Introduction to Archaeology
 Introduction to Philosophy
 Introduction to Visual Arts
 Introduction to World Religions
 Music Appreciation
 Music Appreciation (Apex) **QM**
 Mythology and Folklore
 Personal Communication (Apex)
 Psychology (Apex)
 Sociology (Apex)
 Structure of Writing
 Women's Studies

Health, Fitness & Physical Education

Adaptive Physical Education
 Advanced Physical Education 1
 Advanced Physical Education 2
 Anatomy **NCAA**
 Calvert Grade 1 Health
 Calvert Grade 1 Physical Education
 Calvert Grade 2 Physical Education
 Calvert Grade 3 Physical Education
 Calvert Grade 4 Physical Education
 Calvert Grade 5 Physical Education
 Calvert Grade K Health
 Calvert Grade K Physical Education
 Comprehensive Physical Education
 Drugs & Alcohol
 Exercise Science
 Family & Consumer Science
 Family Living & Healthy Relationships
 First Aid & Safety
 Fitness Basics 1
 Fitness Basics 2
 Flexibility Training
 Group Sports
 HOPE (Health Opportunities through Physical Education) 1

HOPE (Health Opportunities through Physical Education) 2
 Health
 Health & Personal Wellness
 Health 2 **★**
 Health Careers
 Intro to Coaching
 Intro to Group Sports 1
 Intro to Group Sports 2
 Intro to Individual Sports 1
 Intro to Individual Sports 2
 Intro to Nursing 1
 Intro to Nursing 2
 Life Skills
 Lifetime & Leisure Sports
 Medical Terminology
 Middle School Health
 Outdoor Sports
 Personal Health & Fitness
 Personal Training Career Prep
 Personal Training Concepts
 Physical Education
 Physical Education (Apex)
 Physiology **NCAA**
 Running
 Sports Officiating
 Strength Training
 Walking Fitness

Career & Technical Education

Finance

Accounting A/B
 Accounting I (Apex)
 Accounting II (Apex)
 Advanced Accounting (Apex)
 Introduction to Finance

Business Management and Administration

Business Applications (Apex)
 Business Information Management A/B
 Human Resources Principles (Apex)
 Information Technology Applications (Apex)
 International Business
 Introduction to Business and Technology (Apex)
 Legal Environment of Business (Apex)
 Management Fundamentals (Apex)

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QM Quality Matters Program



Principles of Business Management (Apex)
 Principles of Business, Marketing, and Finance (Apex)
 QM Principles of Business, Marketing, and Finance A/B
 Professional Communications

Information Technology

CompTIA A+ 220-1001
 CompTIA A+ 220-1002
 CompTIA Cloud Essentials+ Certification (CLO-002)
 CompTIA Cloud+ Certification A/B (CV0-003)
 CompTIA Network+ Certification (N10-007) A/B
 CompTIA Security+ Certification (SY0-601) A/B
 Computer Programming 1 A/B
 Computer Science Essentials (Apex)
 Introduction to Cybersecurity
 Networking Fundamentals A/B
 Principles of Information Technology (Apex)
 Principles of Information Technology A/B QM
 Security Fundamentals A/B

Human Services

Child Development and Parenting A/B
 Introduction to Military Careers
 Personal Finance
 Personal Financial Literacy
 Principles of Human Services A/B QM
 Psychology A/B
 Relationships and Emotions A/B ★
 Sociology

Health Science

Allied Health Careers A/B
 Anatomy and Physiology A/B
 Applied Medical Terminology A/B QM
 Certified Nurse Aide A/B
 Exercise Science A/B
 Health Information Management A/B
 Health Science 1 A/B
 Health Science 2 A/B
 Medical Coding and Billing A/B
 Medical Therapeutics A/B
 Principles of Health Science (Apex)
 Principles of Health Science A/B
 Rehabilitation Careers A/B

Hospitality and Tourism

Culinary Arts A/B
 Food Handler and Food Manager Certifications
 Hospitality Management A/B ★
 Nutrition and Wellness
 Principles of Hospitality and Tourism A/B
 Sports and Entertainment Marketing

General

Career Explorations
 Computing for College and Careers A/B
 Essential Career Skills

Agriculture, Food, and Natural Resources

Forestry and Wildlife Management A/B ★
 Foundations of Green Energy A/B
 Introduction to Marine Biology
 Introduction to Veterinary Science
 Natural Resources A/B ★
 Principles of Agriculture, Food, and Natural Resources A/B

STEM

Biotechnology A/B
 Electronic Communication Skills
 Game Development
 Introduction to Android Mobile App Development
 Introduction to Astronomy
 Introduction to iOS Mobile App Development
 Principles of Engineering and Technology A/B
 Revolutionary Ideas in Science
 Robotics I A/B QM
 Web Technologies A/B

Transportation, Distribution, and Logistics

Principles of Transportation, Distribution, and Logistics A/B
 QM


Government and Public Administration

Principles of Government and Public Administration A/B
 QM

Arts, A/V, Technology, and Communications

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 QM Quality Matters Program




Audio/Video Production 1 A/B
 Audio/Video Production 2 A/B
 Audio/Video Production 3 A/B
 Digital and Interactive Media A/B 
 Graphic Design and Illustration A/B
 Introduction to Fashion Design
 Principles of Arts, Audio/Video Technology, and Communications A/B
 Professional Photography A/B
 Theater, Cinema, and Film Production

Education and Training

Principles of Education and Training A/B 

Architecture and Construction

Drafting and Design A/B
 Principles of Architecture and Construction A/B 

Marketing

Entrepreneurship A/B
 Introduction to Social Media
 Marketing, Advertising, and Sales 

Law, Public Safety, Corrections, and Security

Introduction to Criminology
 Introduction to Forensic Science
 Principles of Law, Public Safety, Corrections, and Security A/B

 QM





Manufacturing

Principles of Manufacturing A/B 





Other

Keyboarding

College & Career Readiness

ACT® English
 ACT® Mathematics
 ACT® Reading 
 ACT® Science Reasoning
 ACT® WORKKEYS
 AP® Computer Science A   
 ASVAB Mathematics

ASVAB Technology & General Science, Part 1
 ASVAB Technology & General Science, Part 2
 ASVAB Word Knowledge & Paragraph Comprehension
 Accuplacer® Mathematics
 Accuplacer® Reading
 Accuplacer® Writing
 HiSET® Preparation - Language Arts - Reading Part 1
 HiSET® Preparation - Language Arts - Reading Part 2
 HiSET® Preparation - Language Arts - Writing Part 1
 HiSET® Preparation - Language Arts - Writing Part 2
 HiSET® Preparation - Mathematics Part 1
 HiSET® Preparation - Mathematics Part 2
 HiSET® Preparation - Science Part 1
 HiSET® Preparation - Science Part 2
 HiSET® Preparation - Social Studies Part 1
 HiSET® Preparation - Social Studies Part 2
 Preparation for the GED® Test - Math
 Preparation for the GED® Test - Reading Language Arts (RLA)
 Preparation for the GED® Test - Science
 Preparation for the GED® Test - Social Studies
 SAT® Mathematics
 SAT® Reading
 SAT® Writing and Language
 TABE® Language Level A
 TABE® Language Level D
 TABE® Language Level E
 TABE® Language Level L
 TABE® Language Level M
 TABE® Mathematics Level A, Part 1
 TABE® Mathematics Level A, Part 2
 TABE® Mathematics Level D
 TABE® Mathematics Level E
 TABE® Mathematics Level L
 TABE® Mathematics Level M
 TABE® Reading Level A
 TABE® Reading Level D
 TABE® Reading Level E
 TABE® Reading Level L
 TABE® Reading Level M
 TASC Preparation - Language-Arts Reading Part 1
 TASC Preparation - Language-Arts Reading Part 2
 TASC Preparation - Language-Arts Writing Part 1
 TASC Preparation - Language-Arts Writing Part 2
 TASC Preparation - Mathematics Part 1
 TASC Preparation - Mathematics Part 2
 TASC Preparation - Science Part 1

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TASC Preparation - Science Part 2
TASC Preparation - Social Studies Part 1
TASC Preparation - Social Studies Part 2
TEAS - Test of Essential Academic Skills: English

TEAS - Test of Essential Academic Skills: Math
TEAS - Test of Essential Academic Skills: Reading
TEAS - Test of Essential Academic Skills: Science



Personnel Committee
Monday, August 11, 2025
5:00 p.m.

MEETING MINUTES

Meeting Location:

Fruitport Community Schools Central Office
3255 E. Pontaluna Rd.
Fruitport, MI 49415

Attendance:

The meeting was called to order at 5:04 p.m. Dave Hazekamp, Steve Kelly, Kathy Six, and Jason Kennedy were present.

1. **August 2025 Personnel Report** - The Committee reviewed the Personnel Report for August 2025. This report included each of the recommendations for new hire, resignations, retirement notices, transfers, and positions that are still posted and vacant in the District.
2. **Expiration of the Superintendent's Contract: June 30, 2026** - The Committee discussed the need to consider renewal of the superintendent's contract before the expiration date of June 30, 2026. The Board will discuss a contract extension at the Board meeting on August 18, 2025.
3. **Other:** None
4. **Public Comment:**

Amber Olsen attended the Committee meeting to discuss a need of the District to provide additional intervention support for students. She shared that the District does a great job with students who excel and achieve at high levels, as well as with students who qualify for special education services. She stated that additional support could be provided for the in-between students with intervention needing to take place during the school day.

5. **Adjournment:** The meeting was adjourned at 5:40 p.m.

Respectfully submitted by Jason Kennedy, Superintendent



Student Affairs Committee
Monday, August 11, 2025
4:30 p.m.

MEETING MINUTES

Meeting Location:

Fruitport Community Schools Central Office
3255 E. Pontaluna Rd.
Fruitport, MI 49415

Attendance:

The meeting was called to order at 4:30 p.m. with Tim Burgess, Dave Hazekamp, Josh Mueller, and Jason Kennedy present.

1. **Thrun Law Firm Policy Updates: June 2025** - The Committee discussed the second reading of the June 2025 summer policy updates from Thrun Law Firm. The Committee will review the second reading and be asked to approve the policy updates on August 18, 2025.
2. **Other:** None
3. **Public Comment:**

Amber Olsen attended the Committee meeting to discuss a need of the District to provide additional intervention support for students. She shared that the District does a great job with students who excel and achieve at high levels, as well as with students who qualify for special education services. She stated that additional support could be provided for the in-between students with intervention needing to take place during the school day.

4. **Adjournment:** The meeting was adjourned at 5:04 p.m.

Respectfully submitted by Jason Kennedy, Superintendent

BOARD ACTION REQUEST FORM

Meeting Date: August 18, 2025

To: Board of Education
From: Jason J. Kennedy

Attachment #X-1

Subject to be Discussed and Policy Reference:

Thrun Law Firm Policy Updates – June 2025; Second Reading

Background Information: Thrun Law Firm recommends updates to policies as changes in law happen so that the policies of the District and the Board of Education reflect current law. A first reading of the policy updates took place in July, and a second reading of the policies took place in August.

Financial Impact: None

Recommended Action:

1. To approve the June 2025 Thrun Law Firm Policy Updates, as discussed.

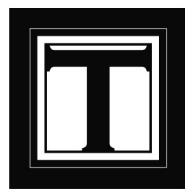
Action Taken:

Vote: ___ Burgess ___ Cole ___ Hazekamp ___ Kelly
 ___ Meeuwenberg ___ Mueller ___ Six

Marked PDF of Changes

***Tracked Changes to the
Board Policy Manual
June 11, 2025***

***Note: use the Bookmarks tab to quickly
access different updates in this PDF***



THRUN
LAW FIRM, P.C.
POLICY SERVICE

[The highlighted Policy titles are optional policies. If the District elects not to adopt one or more of these Policies, please mark the Policy as “Intentionally Left Blank” after the Policy number.]

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1401 Definitions

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Series 2000: Bylaws

2500 Board Meetings and Open Meetings Act Compliance

2504 Public Participation at Board Meetings

Any member of the public may address the Board at a Board meeting, subject to the following rules:

- A. Except during a public participation portion of a Board meeting, no member of the public or other person may address the Board during a public meeting without the express permission of the President or other presiding officer.
- B. The Board will follow public participation rules that balance the District's interest in an orderly public meeting with ~~the public's~~ an individual's First Amendment rights. A copy of these rules and any additional public participation rules adopted by the Board will be made available at Board meetings. The Board's public participation rules include, but are not limited to, the following:
 1. before addressing the Board, a member of the public will state their name and address;
 2. each person's public comments are limited to [REDACTED] minutes per public participation period. This time limit may be adjusted by the President or other presiding officer to facilitate public participation at Board meetings;
 3. persons who are part of a group or organization or who share similar viewpoints are encouraged to designate a spokesperson to address the Board;
 4. public comments of a personal nature are prohibited when: (a) the comments are unrelated to the manner in which a Board member or District employee performs that person's duties, and (b) the comments cause a substantial disruption to the meeting;
 5. any public comment not protected by the First Amendment of the U.S. Constitution is prohibited;
 6. Board members may ask questions of the speakers but are not required to answer questions or make statements in response to a public comment;
 7. written statements and documents presented to the Board by a public participant or group are public records and must be given to the Secretary or designee; and
 8. any audio recording, video recording, broadcasting, or telecasting must be performed from the seating area designated for the public or in the area otherwise designated by the President, Superintendent, or designee, and must not disrupt the meeting.

- C. Once the President or other presiding officer has determined that each member of the public requesting to do so has had a reasonable opportunity to address the Board during a public participation portion of a Board meeting, the President or other presiding officer will announce that the public participation portion of the meeting has ended.
- D. If the President or other presiding officer determines that a member of the public has violated 1 or more of the above rules and refuses to come into compliance with those rules, the member of the public will lose the right to speak during public comment at that meeting. A person who persistently engages in disorderly conduct or otherwise breaches the peace at a Board meeting, after notice from the President or other presiding officer, may be removed.

Legal authority: U.S. Const, amend. I; MCL 15.263(1), 15.263(5); MCL 380.1808

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3100 General Operations

3110 Data Breach Response

“Data breach,” as used in this Policy, means “a breach of the security database” as defined in the Michigan Identity Theft Protection Act.

If the District experiences a data breach or receives notice of a breach of a database with District data, the Superintendent or designee, with the assistance of other staff or consultants as necessary, must do the following:

A. Assess and Investigate the Data Breach

1. Make a reasonable effort to identify the cause of the data breach and secure known access points.
2. Promptly conduct a reasonable investigation to determine the extent of the data breach and the identity of persons whose personal information has been compromised. The investigation will include, to the extent possible, an assessment of the software, hardware, and physical documents that were accessed; which personnel and third parties had access to the compromised data; and what specific information was compromised.
3. Contact legal counsel, insurance carriers, and any other person or consultant necessary to investigate the cause of or response to the data breach. If appropriate, the Superintendent or designee may also contact law enforcement.

B. Notifications Involving Michigan Resident Data

1. Promptly notify:
 - a. each Michigan resident whose personal information was accessed, including encrypted information, if the person accessing the information also had unauthorized access to the encryption key; ~~and~~
 - b. any other person or organization that owns or licenses data subject to a data breach affecting a Michigan resident; and
 - c. each consumer reporting agency that compiles and maintains files on consumers on a nationwide basis, if more than 1,000 Michigan residents receive notice of the breach.
2. Notices must:
 - a. be in writing;

- b. describe the data breach in general terms, the type of personal information accessed in the data breach, the District's response to protect data from further breaches, and remind the affected person of the need to remain vigilant for incidents of fraud and identity theft;
 - c. include the District's telephone number and any other telephone number where the recipient may receive additional information; and
 - d. whenever possible, be mailed to the postal address of the affected person.
- C. If a data breach or other digital intrusion compromises information of a non-Michigan resident, comply with the data breach notification law of that resident's state.

Legal authority: MCL 445.63, 445.72

Date adopted:

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Series 3000: Operations, Finance, and Property

3100 General Operations

3115 *Non-Discrimination, Anti-Harassment, and Non-Retaliation*

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex, _(including pregnancy, gender identity, or sexual orientation), gender identity or expression, pregnancy, age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

- A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.
- B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.
- C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.
- D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.
- E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.
- F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.
- G. Reserved

H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

Series 3000: Operation, Finance, and Property

3100 General Operations

3115-F-1 Discrimination, Harassment, and Retaliation Complaint Form

District Letterhead

This form is being submitted by: _____

Complainant Name: _____

Phone: _____ Email: _____

If the Complainant is a student:

Date of Birth: _____ Grade: _____

School Building Attending: _____

If the Complainant is an employee:

Job Title: _____ Building: _____

Complaint Details

Reporter's Name and Relationship to Complainant: _____

Reporter's Phone: _____ Reporter's Email: _____

Respondent's Name: _____

Respondent's Relationship to Complainant: _____

1. Describe the alleged discrimination that you are requesting the District investigate. Please be specific. Describe the incident(s) and identify the individuals and potential witnesses involved. Describe or attach any evidence you believe is relevant. Attach additional pages if needed.

2. Describe the date/time/location(s) of the alleged incident(s).

3. What would you like the District to do to remedy the situation?

Signature

Date

For more information about the District's complaint investigation process, see Policies 3115 through 3115H.

A person alleging discrimination may file a Complaint using the District's Grievance Procedure. A Complaint may also be filed at any time with the Office for Civil Rights (OCR), U.S. Department of Education, ~~1350 Euclid Avenue~~1244 Speer Boulevard, Suite ~~325, Cleveland, OH 44115~~310, Denver, Colorado, 80204-3582. Filing a Complaint with the District is not a prerequisite to filing with OCR.

Use of this form is not required, but it does assist the District in gathering data related to the Complaint to ensure a prompt investigation. A Complainant's failure to use this form will not be the basis to delay an investigation.



Series 3000: Operations, Finance, and Property

3100 General Operations

3115A Definitions for 3115 Series

- A. The following definitions apply to policies 3115-3115H, 4101, 4102, and 5202, which address non-discrimination, anti-harassment, and non-retaliation:
1. “Appeals Officer” means a person who is designated to hear a determination appeal or a dismissal appeal. The Appeals Officer may not be the same person as the Coordinator, Decisionmaker, Investigator, or Informal Resolution Facilitator.
 2. “Complainant” means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Unlawful Discrimination and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged Unlawful Discrimination.
 3. “Complaint” means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged Unlawful Discrimination.
 4. “Coordinator” means the person(s) designated by the District to coordinate the District’s compliance with state and federal non-discrimination laws. The Coordinator may be the same person as the Investigator and Decisionmaker.
 5. “Day” means a day that the District’s central office is open for business, unless otherwise indicated.
 6. “Decisionmaker” means the person designated to issue a determination as to whether Unlawful Discrimination occurred. The Decisionmaker may be the same person as the Coordinator and Investigator.
 7. “Disciplinary Sanctions” means consequences imposed on a Respondent following a determination that the Respondent engaged in Unlawful Discrimination.
 8. “Grievance Procedure” means the process outlined in Policy 3115E.
 9. “Informal Resolution Facilitator” means the person designated to facilitate an informal resolution process. The Informal Resolution Facilitator may not be the same person as the Investigator or the Decisionmaker.
 10. “Investigator” means the person designated to investigate a complaint of Unlawful Discrimination. The Investigator may be the same person as the Coordinator and Decisionmaker.

11. “Key Role” means Coordinator, Investigator, Decisionmaker, Informal Resolution Facilitator, or Appeals Officer.
12. “Party” means a Complainant or Respondent.
13. “Remedies” means measures provided, as appropriate, to a Complainant or any other person the District identifies as having had their equal access to the District’s education program or activity limited or denied by Unlawful Discrimination. These measures are provided to restore or preserve that person’s access to the District’s education program or activity after the District determines that Unlawful Discrimination occurred.
14. “Respondent” means a person who is alleged to have violated the District’s prohibition on Unlawful Discrimination.
15. “Retaliation” means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District’s education program or activity, for the purpose of interfering with any right or privilege secured by the 3115 Policy Series, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 3115 Policy Series. Retaliation does not include a requirement that a District employee participate in a Grievance Procedure.
16. “Supportive Measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a Complainant or Respondent, not for punitive or disciplinary reasons, and without fee or charge to the Complainant or Respondent to:
 - a. restore or preserve that Party’s access to the District’s education program or activity, including measures that are designed to protect the safety of the Parties or the District’s educational environment; or
 - b. provide support during the District’s Grievance Procedure or during an informal resolution process.
17. “Unlawful Discrimination” means to treat a person differently or less favorably due to the person’s race, color, national origin, ethnicity, religion, sex ~~(including sexual orientation,~~ sexual orientation, gender identity or expression, ~~sexual orientation, or pregnancy)~~, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis or any other legally protected class, and includes unlawful harassment and retaliation based on a person’s membership in a protected classification.

B. Examples of Unlawful Harassment

Unlawful harassment may include, but is not limited to:

1. ***Race, Color, or National Origin Harassment***, which is prohibited by Title VI and Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, or national origin harassment is unwelcome conduct based on a person's actual or perceived race, color, or national origin that creates a hostile environment or becomes a condition of continued employment. Race includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Race, color, or national origin harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct.

Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, or national origin harassment.

2. ***Disability Harassment***, which is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a person's actual or perceived disability that creates a hostile environment or becomes a condition of continued employment. Disability harassment may take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.
3. ***Sex-Based Harassment***, which is prohibited by Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and the Michigan Elliott-Larsen Civil Rights Act, and includes harassment based on sex, sex stereotypes, sex characteristics, pregnancy, sexual orientation, and gender identity. Title IX sexual harassment is governed by Policy 3118.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

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Series 3000: Operations, Finance, and Property

3100 General Operations

3118 Title IX Sexual Harassment

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).
 - i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.
 - A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C) Sexual Assault With an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

- E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.
- ii. “Dating violence” means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - iii. “Domestic violence” means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person’s acts under the domestic or family violence laws of Michigan.
 - iv. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.
- 2. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
 - 3. “Appeals Officer” is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.
 - 4. “Complainant” is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
 - 5. “Consent” means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District

employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.

6. “Day,” unless otherwise indicated, means a day that the District’s central office is open for business.
7. “Decision-Maker” is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker’s conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.
8. “Education Program or Activity” means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.
9. “Formal Complaint” means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. “Grievance Process” is the process by which the District investigates and determines responsibility for Formal Complaints.
11. “Investigator” is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.
12. “Report” means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. “Respondent” is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. “Supportive Measures” are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment.

15. “Title IX Coordinator” is the person(s) designated by the District to coordinate the District’s Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator’s contact information (name or title, office address, electronic mail address, and telephone number), along with the District’s Title IX nondiscrimination statement, must be prominently posted on the District’s website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator’s name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

D. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person’s verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

E. General Response to Sexual Harassment

1. District’s Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. course-related adjustments, such as deadline extensions;
- c. modifications to class or work schedules;
- d. provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. no-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law

enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. a statement that the Respondent is presumed not responsible for the alleged conduct;
- d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

- a. allegations;
- b. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and
- d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment

unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. identification of the sexual harassment allegations;
- b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. notification to the parties;
 - ii. party and witness interviews;
 - iii. site visits;
 - iv. methods used to collect evidence; and

- v. hearings held.
 - c. factual findings that support the determination;
 - d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
 - e. a statement of, and rationale for, the result as to each allegation, including:
 - i. a determination of responsibility;
 - ii. any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 - iii. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
 - f. appeal rights.
6. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.
- d. [District may choose to include additional appeal grounds, but should consult with legal counsel before doing so.]

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

G. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. the Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;
- b. the Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. the Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. the Respondent's enrollment or employment ends; or
- c. specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

H. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

I. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant’s or the Respondent’s locker or work space;
6. issuing a “no contact” directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. additional staff training;
3. a climate survey; or

4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

J. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

K. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

L. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

M. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. the definition of sexual harassment;
2. the scope of the District's education programs or activities;
3. how to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

N. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

O. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
~~1350 Euclid Avenue~~ Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 325310
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

Denver, CO 80204-3582
Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:

Series 3000: Operation, Finance, and Property

3100 General Operations

3118-F-1 Title IX Sexual Harassment Formal Complaint Form

District Letterhead

This form is being submitted by: ☐ Complainant ☐ Title IX Coordinator

Complainant Name: _____

Contact Information: _____

If the Complainant is a student:

Date of Birth: _____ Grade: _____

School Building Attending: _____

If the Complainant is an employee:

Job Title: _____ Building: _____

Complaint Details

Reporter's Name (if different than Complainant): _____

Reporter's Relationship to Complainant: _____

Reporter's Contact Information: _____

Respondent's Name (if known): _____

1. Describe the alleged sexual harassment that you are requesting the District investigate. Please be specific. Describe the incident(s) and identify the individuals and potential witnesses involved. Describe or attach any evidence you believe is relevant. Attach additional pages if needed.

3118-F-1 Title IX Sexual Harassment Formal Complaint Form

2. Describe the date/time/location(s) of the alleged incident(s).

3. What would you like the District to do to remedy the situation?

Complainant's/Coordinator's Signature

Date

Please submit this form to:

[Title IX Coordinator Name]
[Title IX Coordinator Title]
[School District Name]
[Street Address]
[City, State, Zip Code]
[Title IX Coordinator Email Address]
[Title IX Coordinator Phone Number]

A person alleging discrimination by the District on the basis of sex may file a complaint through the District's grievance procedure. A complaint may also be filed at any time with the Office for Civil Rights (OCR), U.S. Department of Education, ~~1350 Euclid Avenue~~1244 Speer Boulevard, Suite ~~325~~, ~~Cleveland, OH 44115~~310, Denver, Colorado, 80204-3582. Filing a complaint with the District is not a prerequisite to filing with OCR. For additional information about the District's grievance procedure, please contact the Title IX Coordinator identified above.

Series 3000: Operations, Finance, and Property

3100 General Operations

3121 Public School Academy Authorization [Optional] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The Board believes that the establishment of a public school academy (“PSA”), as authorized by the Michigan Legislature under the Revised School Code (the “Code”), may offer a means of furthering the mission and goals of the District by [insert basis for serving as an authorizer, such as fostering diversity of educational opportunity within the District without sacrificing quality of education or creating unnecessary duplication].

Consistent with these purposes, the Board may determine from time to time, in its sole discretion, whether to open a PSA application window.

A. Definitions

1. “Application window” means a 14-calendar day period in which the Board will accept applications from PSA(s) in which the Board may choose to authorize. Opening an application window does not require that a Board select a PSA for authorization.
2. “Public School Academy” or “PSA” means a school authorized under Part 6A of the Michigan Revised School Code, a school of excellence authorized under Part 6E of the Code, and a strict discipline academy authorized under MCL 380.1311b-1311m.

B. Delegation of Authority

The Superintendent or designee shall be responsible to the Board to develop, recommend to the Board, and administer such processes as necessary for the Board to fulfill the following statutory responsibilities:

1. to issue (or to enter into an interlocal or intergovernmental agreement with another authorizing body to issue) PSA contracts only in compliance with controlling law;
2. to oversee (or to enter into an agreement with one or more other authorizing bodies to oversee) compliance by the board of directors of the PSA operating under a contract issued by the Board with the contract and all applicable law (this subsection does not relieve any other governmental entity of its enforcement or supervisory responsibility); and
3. to serve as fiscal agent for the PSA operating under a contract issued by the Board to receive state school aid payments for the PSA, which then shall be forwarded to the PSA, in accordance with such contract.

The Superintendent also is responsible to the Board to develop and administer a PSA board selection and appointment process, consistent with the method of selection resolution adopted by the Board, establishing the method of selection, length of term, and number of members of the board of directors of the PSA subject to its jurisdiction.

C. Contract Issuance

The Board is not required to issue a charter contract to any person or entity. If the Board determines from time to time, in its sole discretion, to open an Application Window, any charter contract that may be issued will be issued on a competitive basis taking into consideration required statutory criteria.

The Board may authorize PSAs which best meet the following guidelines [Note: These are examples. This list can be modified to reflect the District's hopes/expectations for a PSA]:

1. further a well-defined and clearly stated mission and goals consistent with the mission and goals of the District;
2. fill an identified and substantiated educational need or provide an opportunity for new learning experiences at a facility located within the boundaries of the District;
3. involve students, parents, faculty, community and administration in planning, operating, and/or evaluating the program, as appropriate;
4. reflect the needs, interests, resources and facilities of the area;
5. utilize resources creatively, possibly incorporating the use of community resources;
6. design programs to attract diverse and representative enrollments;
7. work to establish and maintain constructive relationships with existing public schools in the area, including striving to create similar school calendars and expectations for staff and students;
8. use a rigorous curriculum consistent with existing public schools in the area;
9. adopt policies and procedures that are consistent with state and federal law;
10. ensure students are assessed using approved assessment tools; and
11. adequately meet the needs of potential students, which must include providing meals and transportation within an established transportation zone.

D. Authorization Limitations

1. Operational Boundaries

The Board shall *not* issue a charter contract for a PSA that is not a cyber school to operate outside the District's geographic boundaries, and a PSA authorized by the Board that is not a cyber school shall *not* operate outside the District's boundaries.

2. Enrollment Boundaries

The Board shall include in any contract that it executes authorizing a PSA to operate a requirement that enrollment in the PSA: (a) *shall* be open to all pupils who reside within the geographic boundaries of the District that meet the PSA's enrollment policy; (b) *may* be open to all pupils who reside in the state of Michigan that meet the PSA's enrollment policy, provided, however that an School of Excellence operating as a cyber school *shall* be open to pupils in grades K-12 in the state; and (c) except for a foreign exchange student who is not a United States citizen, *shall not* be open to a pupil who is not a resident of the state of Michigan.

3. Limitation on Cyber Schools

The Board will not authorize more than one (1) school of excellence that is a cyber school.

E. Contract Terms and Conditions

The Board also shall include in any contract that it executes authorizing or re-authorizing a PSA to operate such terms and conditions as required by law.

F. Supplemental Agreements

The Board may require execution of such companion agreements to the Terms and Conditions of the Charter Contract as it deems necessary or appropriate, including, by way of example, an Oversight Agreement and Master Calendar of Reporting Requirements and Fiscal Agency Agreement.

G. Submission of Contract to MDE

Within 10 days after issuing a contract for a PSA, the Board (or its designee) shall submit to the State Superintendent (or designee) a copy of the contract and of the PSA application as required under the Revised School Code.

Legal authority: MCL 380.501, *et seq.*, 380.551, *et seq.*, MCL 380.1311b-1311m

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3201 Accounting

A. Financial Accounting

1. The District will maintain complete financial accounting records using the charts of accounts approved and published by MDE. The District will implement an accounting system as prescribed by MDE and the Michigan Public School Accounting Manual (Bulletin 1022).
2. The District's fiscal and accounting year will begin each year on July 1.
3. The District will have a certified public accountant audit its financial records at least annually.

B. Pupil Accounting

The District will implement a pupil accounting system in compliance with the State School Aid Act and as prescribed by MDE's Pupil Accounting Manual.

Legal Authority: MCL 380.~~622~~1223, 380.1133, 380.1281, 380.1284; MCL 388.1606, 388.1613, 388.1618, 388.1701; Mich Admin Code R 340.1 et seq., 340.851 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3201A *Financial Management for Federal Awards* [Optional] [Note: If the Board elects not to adopt this policy, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

This Policy applies to the District’s use of federal awards, subject to the Uniform Grant Guidance, 2 CFR Part 200. Policy 3301A governs procurement with federal funds.

A. The District shall implement and maintain a system of internal cash management controls that comply with the requirements of 2 CFR 200.302(b) (“Financial Management System”) and provide for the following:

1. identification in its accounts of all federal awards received and expended and the programs under which they were received;
2. accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with applicable reporting requirements;
3. records that adequately identify the source and application of awards for federally-funded activities;
4. effective control over, and accountability for, all funds, property, and other assets that must be safeguarded and only used for authorized purposes;
5. a comparison of expenditures with budget amounts for each federal award;
6. written procedures governing federal payments, in accordance with subsection B below; and
7. written procedures for determining the allowability of costs, in accordance with subsection C below.

B. Cash Management and Federal Payments

In addition to any other written procedures the District may implement, the District shall comply with the requirements of 2 CFR 200.305 for federal payments, including:

1. The District’s payment methods shall minimize the time elapsing between the receipt and disbursement of funds. The District shall request payment using forms and procedures designated by the awarding agency.
2. The Superintendent or designee may submit requests for advance payments and reimbursement (i) at least monthly when electronic fund transfers are not

used, and (ii) as often as deemed appropriate when electronic fund transfers are used in accordance with applicable laws.

3. Advance payments shall be limited to the minimum amounts needed and timed with the District's actual, immediate cash requirements in carrying out the program or project. The amount and timing of advance payments must be as close as is administratively feasible to the District's actual disbursements.
4. The District must make timely payment to contractors in accordance with applicable contract provisions.
5. To the extent possible, the District must disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
6. Advance payments of federal awards must be deposited and maintained in insured accounts whenever possible.
7. The District must maintain advance payments of federal awards in interest-bearing accounts, unless:
 - a. the District receives less than \$250,000 in federal awards per year;
 - b. the best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balances;
 - c. the depository would require an average or minimum balance so high that it would not be feasible; or
 - d. a foreign government or banking system prohibits or precludes interest-bearing accounts.
8. The District may retain interest earned up to \$500 per year for administrative expenses. Additional interest earned on federal advance payments deposited in interest-bearing accounts must be remitted to the Department of Health and Human Services Payment Management System through an electronic medium, either the Automated Clearing House network or a Fedwire Funds Service payment.

C. Allowability of Costs

The District shall comply with the cost principles of 2 CFR Part 200, Subpart E, as applicable, including the following general criteria for allowable costs under 2 CFR 200.403:

1. be necessary and reasonable for the performance of the award and be allocable under the cost principles;

2. conform to any limitations or exclusions set forth in the cost principles or in the federal award as to types or amount of cost items;
3. be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District;
4. be accorded consistent treatment. For example, a cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost;
5. be determined in accordance with generally accepted accounting principles;
6. not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period;
7. be adequately documented; and
8. be incurred during the approved budget period unless the awarding agency waives such requirement.

D. Capital Asset Accounting

1. The District will implement and maintain a capital asset accounting system, including recordation of all necessary reporting information, as prescribed by MDE, the Michigan Public School Accounting Manual (Bulletin 1022), generally accepted accounting practices, and GASB-34 standards. The [Superintendent, business manager, etc.] or designee may establish specific procedures for ensuring compliance with this Policy.
2. Unless otherwise governed by federal, state, or local law or regulation or the terms and conditions of an award, the District will utilize the criteria provided in Bulletin 1022, Section II.E. for distinguishing between supplies and equipment items.
3. The District's capitalization threshold is \$[up to \$10,000].

E. Disposal of Federally Funded Equipment

1. The District will maintain an inventory of all District-owned equipment and supplies, which will be updated at a frequency determined by the Board.
2. The District will manage equipment consistent with the requirements in 2 CFR 200.313(d).
3. When equipment acquired through a federal award is no longer needed for its original purpose, the District will follow the disposition procedures in 2 CFR 200.313(e) and as provided in the terms and conditions of the award, as applicable.

Legal authority: 15 USC 1693, et seq.; 2 CFR Part 200, et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3211 *Post-Issuance Tax Compliance*

A. Policy

Federal tax law requires that issuers of outstanding tax-exempt or tax credit debt obligations (“Obligations”) comply with certain post-issuance requirements in the Internal Revenue Code (IRC) and Treasury Regulations. Obligations include, but are not limited to, tax-exempt bonds, refunding bonds, tax credit bonds, installment and lease purchase agreements, lines of credit, state aid notes, and tax anticipation notes.

B. Policy Implementation

To preserve the tax-exempt or tax credit status of the Obligations and to comply with federal tax law after Obligations have been issued, the Board authorizes the Superintendent or designee to establish administrative guidelines in connection with Obligations to comply with federal tax law.

C. Designation of Debt Compliance Officer

The District’s chief business official will be the debt compliance officer responsible for implementing this Policy (“Debt Compliance Officer”). In the absence of a chief business official, the Superintendent or designee will serve as the Debt Compliance Officer until a replacement Debt Compliance Officer is assigned. The Superintendent will ensure that a person serves in this position at all times. If the District contracts with a third party for business services, including another school district, the Superintendent or designee remains responsible for the oversight of the third-party Debt Compliance Officer.

D. Responsibilities of Debt Compliance Officer

The Debt Compliance Officer will be responsible for administration and oversight of post-issuance tax compliance requirements and other provisions of this Policy related to the District’s Obligations, including implementation and compliance with remedial action procedures outlined below. The Debt Compliance Officer’s responsibilities will include:

1. overseeing and managing compliance with federal rules and regulations applicable to post-issuance tax compliance for all outstanding Obligations from the date of issuance through the date of maturity of such Obligations, including any refunding Obligations related to the original issuance of debt;
2. consulting with bond counsel, financial advisors, and other professionals about non-compliance, if any, and required remedial actions as necessary;

3. maintaining written records of expenditures and investments of Obligations in accordance with subsection G;
4. supervising and ensuring timely filings of reports and forms required by state and federal agencies related to Obligations;
5. providing written documentation and other requested disclosures, including to the District's bond counsel, financial advisors, and other professionals, upon request;
6. monitoring arbitrage, yield restriction, and rebate requirements under IRC Section 148. This duty includes monitoring compliance with 6-month, 18-month, or 2-year spending exceptions, as applicable; and
7. monitoring all record retention requirements and oversee compliance with record retention requirements set forth in this Policy.

E. Internal Written Procedures and Protocols

1. The Debt Compliance Officer will develop written internal controls and procedures related to post-issuance tax compliance that address at least the following:
 - a. identifying and reporting non-compliance, including protocols for contacting bond counsel and financial advisors;
 - b. monitoring compliance with arbitrage, yield restriction, and rebate requirements under IRC Section 148; and
 - c. monitoring and tracking the use of bond-financed or refinanced assets, including identifying non-compliance and taking appropriate remedial action in accordance with Treasury Regulation 1.141-12.
2. Internal procedures and controls will provide for detailed written guidelines to be used for the purpose of identifying potential non-compliance. If non-compliance is confirmed, the Debt Compliance Officer will take immediate action to report and resolve non-compliance in accordance with the District's internal procedures and federal law and regulations.

F. Periodic Compliance Review

1. Annual Review. The Debt Compliance Officer will conduct an annual review of District records related to outstanding Obligations to ensure that such records, including tax documentation, are adequately maintained.
2. Periodic Review. The Debt Compliance Officer will review and update District records, including tax documentation, related to an Obligation upon the occurrence of any of the following events:
 - a. the retirement, defeasance, or refunding of an Obligation; and

- b. upon the sale, re-purposing, change in use, or refinancing of property purchased with outstanding Obligations that remain outstanding.

G. Record Retention

The District will maintain detailed written records of all expenditures and investments of Obligations for the life of the Obligation, which will be maintained until final maturity. With respect to bond issues, the District will maintain records of all expenditures and investments for the life of the bonds, including any subsequent refunding bonds, plus 3 years.

H. Training and Education

~~The~~In the discretion of the Superintendent, the District ~~will~~may provide, at its cost, training for the Debt Compliance Officer. ~~The Debt Compliance Officer will complete training at least annually. Annual training may be provided to and any additional personnel who assist the Debt Compliance Officer~~ in the performance of duties described in this Policy.

Legal Authority: IRC 148; Treasury Regulation 1.141-12

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3200 Finance and Borrowing

3212 *Post-Issuance Disclosure Compliance*

In connection with the District's issuance of securities that are subject to the requirements of Securities and Exchange Commission Rule 15c2-12 ("Bonds"), the District may be subject to a continuing disclosure undertaking or agreement ("CDA") to disclose certain information after issuance of Bonds. A CDA may be found in the Bond ~~issue's~~ transcript of proceedings.

The chief business official ("Compliance Officer") will be responsible for establishing and coordinating compliance with this Policy.

[Optional: If the Board determines that compliance with this Policy in a particular situation would impose an unreasonable burden on the District, it may forego compliance with the advice of bond counsel.]

A. The Compliance Officer

1. The Compliance Officer will:

- a. monitor and verify compliance with the CDAs; and
- b. create and maintain an inventory of the District's outstanding financial obligations.
 - i. A financial obligation means:
 - a debt obligation or a guarantee of a debt obligation; or
 - a derivative instrument entered into in connection with, or pledged as security or a source of payment for, existing or future debt obligations or a guarantee of such derivative instrument.
 - ii. ~~Financial obligation~~Solely for the purposes of subsection C.2.b of this Policy, "financial obligation" does not include any municipal security for which a final official statement has been provided to the Municipal Securities Rulemaking Board pursuant to Rule 15c2-12.

2. The District, at its cost, will provide the Compliance Officer with training and educational resources necessary to ensure compliance with the CDAs.
3. The Compliance Officer has authority to seek guidance from the District's bond counsel and financial advisors to comply with the CDAs.

B. Review of Offering Materials

When the District issues Bonds, the Compliance Officer will review the preliminary official statement, final official statement, and other applicable offering materials to ensure they do not:

1. contain any untrue statement of a material fact; or
2. omit any material fact that ~~would need~~needs to be included to ~~make~~ensure the statements are not misleading.

C. Post-Issuance Obligations

1. The Compliance Officer will review continuing disclosure requirements before each annual disclosure deadline.
2. The Compliance Officer's annual review will include ensuring the following information, where applicable, is reported to the proper repository (as of the date of adoption of this Policy, the repository is the Electronic Municipal Market Access website of the Municipal Securities Rulemaking Board at <http://www.emma.msrb.org>):
 - a. By December 27 of each year (~~unless the deadline differs~~or as otherwise required in an applicable CDA):
 - i. audited financial statements for the most recently ended fiscal year in compliance with state laws, administrative rules, and generally accepted accounting principles applicable to the District as such principles are prescribed, in part, by the Financial Accounting Standards Board and modified by the Government Accounting Standards Board; and
 - ii. additional annual financial information and operating data set forth in the respective CDA or in the respective official statement for a particular Bond issue under the heading "CONTINUING DISCLOSURE" or similar heading.
 - b. Notice of certain reportable events, subject in some cases to a determination of materiality by the District, within 10 business days after the occurrence. See each CDA for the respective list of events, which typically includes the following:
 - non-payment related defaults, if material;
 - modifications to rights of bondholders, if material;
 - bond calls, if material;
 - release, substitution, or sale of property securing repayment of the Bonds, if material;

- the consummation of a merger, consolidation, or acquisition, or certain asset sales involving the District, or entry into or termination of a definitive agreement relating to the foregoing, if material;
 - appointment of a successor or additional trustee or the change of name of a trustee, if material;
 - incurrence of a financial obligation by the District, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the District, any of which affect security holders, if material;
 - principal and interest payment delinquencies;
 - unscheduled draws on debt service reserves reflecting financial difficulties;
 - unscheduled draws on credit enhancements reflecting financial difficulties;
 - substitution of credit or liquidity providers, or their failure to perform;
 - defeasances;
 - credit rating changes, including the District's underlying rating or an enhanced rating on the Bonds due to credit enhancement;
 - adverse tax opinions or events affecting the status of the Bonds, the issuance by the IRS of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material events, notices, or determinations as to the tax status of the Bonds;
 - tender offers;
 - bankruptcy, insolvency, receivership, or similar event of the District; and
 - default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the District, any of which reflect financial difficulties.
- c. If the District retains a third party to assist the District with fulfilling its continuing disclosure responsibilities under any CDA, the Compliance Officer will annually review the contract and verify that the third party has fulfilled all of the District's continuing disclosure responsibilities.

Legal authority: 17 CFR 240.15c2-12; MCL 380.1351a

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3301 Purchasing and Procurement

This Policy applies to all purchases of materials, supplies, and equipment. Purchases acquired through lease financing are governed by this Policy, but true leases (i.e., rental agreements) are not.

A. Responsibility for Purchasing

The District's administration, under the Superintendent's supervision, may purchase items for the District, subject to Policy 2202 subsection C and any other parameters established by the Board.

B. When Competitive Bidding is Required

1. The District must competitively bid the purchase of an item or group of items costing an amount equal to or greater than the then-current state bid threshold published annually by MDE.
2. The District does not need to competitively bid a purchase [Optional: in an emergency or] if competitive bidding is not required by law.
3. The District will not artificially segregate purchases into smaller orders to avoid the bid threshold.

C. Bidding Procedure

1. The District may competitively bid a purchase using 1 or more of the following methods:
 - a. requesting written price quotations from at least 3 known and practical vendors of an item;
 - b. distributing a request for proposals to at least 3 known and practical vendors of an item;
 - c. posting a request for proposals on the District's website or any other website that regularly informs vendors of bid opportunities;
 - d. selecting a contract awarded to a winning bidder under a bid process operated by a reputable bid cooperative if the District determines, after reasonable due diligence, that the bid procedure used by the bid cooperative was fair and open, resulted in a bid award to the lowest responsible bidder, and the contract price is comparable to current market rates for the purchased item; or

- e. any other process, in the Superintendent's or designee's discretion, that is likely to result in at least 3 known vendors providing bids for the item sought, regardless of whether at least 3 bids are actually received.
2. Each bidder responding to a request for proposals must certify that it is not an Iran-linked business as defined by MCL 129.312.
3. Awarding Bids
 - a. If competitive bidding is required by law, any contract must be awarded by the Board to the lowest responsible bidder.
 - b. In determining bidder responsibility, the District may take 1 or more of the following into account:
 - the District's experience with the bidder;
 - others' experience with the bidder;
 - the bidder's history of satisfactory performance or questionable litigation, protests, or disputes;
 - the bidder's capitalization and solvency;
 - the length of time the bidder has been engaged in its business;
 - the recommendation of the District's professional consultants; and
 - any other factor consistently and lawfully applied.
 - c. In any bid procedure, the District reserves the right to reject any or all bids or waive any informalities or irregularities in the bid process.

4. Michigan-Based Business Preference

~~a.~~ The District may give up to a 10% preference to a bidder that is a Michigan-based business as defined by MCL 18.1268.

~~b. The Michigan-based business preference will not apply if federal funds are used for the purchase.~~

D. Purchases Using State Aid Act Funds

1. The District will not use state aid to purchase foreign goods or services if American goods or services are available, competitively priced, and of comparable quality.
2. The District will give a preference to goods or services manufactured or provided by Michigan businesses if competitively priced and of comparable quality.

3. The District will give a preference to goods or services manufactured or provided by Michigan businesses owned and operated by veterans if competitively priced and of comparable quality.

E. Purchases Using Federal Funds

Purchases made with federal funds and subject to the federal Uniform Grant Guidance are also governed by Policy 3301A.

Legal authority: 2 CFR 200.1 et seq.; MCL 129.311 et seq.; MCL 380.1274; MCL 388.1764c

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3301A Purchasing and Procurement with Federal Funds

This Policy applies to purchases of property and services with federal funds that are subject to the Uniform Grant Guidance. ~~All~~The federal regulation is incorporated by reference, and all terms in this Policy have the same meanings as defined ~~in federal regulation therein~~ (2 CFR 200.1-99).

A. State Law Requirements Still Apply

Bidding requirements under Policy 3301 and Policy 3306, as applicable, remain enforceable in addition to any requirements in this Policy.

B. Procurement Methods

When bidding is required, the District must use 1 of the following procurement methods that includes information sufficient to inform all potential bidders about the District's technical, service, and bid procedure requirements:

1. Purchases up to \$10,000 (micro-purchases)

- a. To the extent District administration determines that the cost of the purchase is reasonable, micro-purchases may be made or awarded without bidding in accordance with this Policy. For purposes of this subsection, "reasonable" means the purchase is comparable to market prices for the geographic area.
- b. To the extent practicable, the District will distribute micro-purchases equitably among qualified suppliers.

2. Purchases between \$10,000 and \$250,000 (small purchase procedures)

The District will use a bidding procedure in Policy 3301 subsection C.1., except that the District may use the bidding procedure in subsection B.1.a, above, for purchases up to the then-current state bid threshold published annually by MDE if the District satisfies the annual certification requirements of 2 CFR 200.320(a)(1)(iv).

3. Purchases over \$250,000

- a. The District must either receive sealed bids through formal advertising or prepare a comprehensive request for proposals and submit it to at least 5 sources.
- b. With either method, the District will perform a price analysis, making an independent estimate of costs before receiving bids.

C. The District will take affirmative steps to assure that small businesses, minority-owned businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are included in bidding opportunities.

D. A person may protest the veracity, conformity, or eligibility of a bid. The District will handle bid protests as follows:

1. within 48 hours of the time bid results are available, the protesting person will submit a written protest to the Superintendent describing in detail the nature of the protest;
2. the Superintendent or designee will review the written protest, and the Superintendent may bring it to the Board's attention in the Superintendent's discretion; and
3. a person's failure to file a protest as described above is an irrevocable waiver of the bid protest.

Nothing in this Policy reduces or eliminates the District's rights or protections afforded under the law.

E. The District will retain all bids and formal bid solicitation documents for a period of 6 years after the bid opening date, or longer if required by law.

Legal authority: 2 CFR 200.1 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3300 Facilities, Real, and Personal Property

3307 Construction Administration

This Policy sets forth procedures and requirements for District building and site improvements. Bidding requirements for construction appear in Policy 3306.

A. Plan Review

1. Before commencing construction, the District, or an authorized agent on the District's behalf, will submit project plans and specifications to the Michigan Bureau of Construction Codes Plan Review Division.
2. Alternatively, the District may submit the plans and specifications to the applicable local building department if the Board and the municipality's governing body have properly certified that full-time code officials, inspectors, and plan reviewers registered under the Skilled Trades Regulation Act will conduct plan reviews and inspections. In that situation, the District must also submit the plans and specifications to the Bureau of Fire Safety.
3. [Optional but recommended for a District that may construct or expand a high school with an athletic field or facility in a township: If required by Revised School Code Section 1263, before building a new high school or expanding a high school by at least 20% of its existing square footage, the District, or an authorized agent on the District's behalf, will submit the site plan to the local zoning authority for administrative review.]
4. Before the District commences new construction or major renovation of a school building or athletic facility, the Superintendent or designee will consult with the law enforcement agency that will be the first responder for that building or facility about safety issues.

B. Professional Consultants

1. If the total cost of a school building construction project will be \$15,000 or more:
 - a. a Michigan-licensed architect or professional engineer must prepare the plans and specifications; and
 - b. a qualified person or firm must supervise construction as provided in MCL 388.85~~24~~.
2. The District may hire a construction manager for any project. If the construction manager also performs construction, either directly or by assuming responsibility for the work of other contractors (e.g., construction manager as constructor):

- a. the construction manager may not supervise such construction under MCL 388.85~~2~~⁴; and
- b. the District must still bid the project as required by law.

C. Payment and Performance Bonds

1. For all contracts described in MCL 129.201 that exceed \$50,000, the principal contractor must procure performance and payment bonds in accordance with law.
2. Unless the Superintendent or designee determines otherwise, the District requires payment and performance bonds to be 100% of the contract sum.
3. The responsibility for procuring payment and performance bonds rests solely with the contractor. The District has no duty to ensure that a contractor has procured a payment or performance bond.

D. Prevailing Wage

1. Bid materials, project specifications, and contract documents must comply with applicable federal and state law prevailing wage requirements.
2. The responsibility for paying prevailing wage rates rests solely with the contractor. The District has no duty to ensure that a contractor has paid prevailing wage rates.

Legal authority: 40 USC 3141, et seq.; MCL 129.201 et seq.; MCL 339.6001 et seq.; MCL 380.1263, 380.1264; MCL 388.851 et seq.; MCL 408.1101, et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3402 Drills, Plans, and Reports

The Board will take reasonable steps to provide a safe and secure learning environment to protect students and employees.

A. Emergency Drills

The Superintendent or designee will schedule, notify, conduct, report, and post all fire, tornado, and other emergency drills as required by law.

B. Cardiac Emergency Response Plan

The Board will develop, adopt, and provide for annual review a cardiac emergency response plan as required by law. ~~Beginning in the 2025-26 school year, the~~The Board will integrate the cardiac emergency response plan into the protocols of the local emergency response system and emergency response agencies. ~~Beginning in the 2025-26 school year, all~~All high school athletic coaches must be certified in CPR and use of an AED by the American Red Cross, the American Heart Association, or a comparable organization approved by MDE.

C. Drinking Water Management Plan

~~By January 2025, the~~The Board will develop, adopt, update, implement, and make available upon request a Drinking Water Management Plan as required by law.

D. Cooperation

The Superintendent or designee will act as liaison to work with the School Safety Commission and the Office of School Safety, including to identify model practices for determining school safety measures.

E. Safety and Emergency Plans

The Board will comply with the statewide school information policy, and the Superintendent or designee will provide all reports, information, and notices required by that policy. If the policy does not satisfy the requirements of Revised School Code Section 1308b(3), the Board will develop and adopt an emergency operations plan with public input and participation by at least 1 law enforcement agency having jurisdiction over the District. The statewide school information policy or the emergency operations plan, as applicable, will be reviewed every 2 years in conjunction with at least 1 law enforcement agency having jurisdiction over the District. The Board will notify MDE within 30 days after completing a required review.

F. Reporting Incidents of Crime

Each building principal will collect and update information at least weekly on incidents of crime in the applicable building. At least annually, the Board will post information on its website about incidents of crime in the District and will make this information available to Parents on a per-building basis. Within 24 hours after an incident occurs, the Superintendent or designee will report to the Michigan State Police crimes and attempted crimes identified in MCL 380.1310a(2).

Legal authority: MCL 29.19, 29.19b; MCL 380.1241, 380.1308, 380.1308a, 380.1308b, 380.1310a, 380.1319, 380.1901, et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3407 Asbestos Management

A. Asbestos Management Plan

The District will maintain an asbestos management plan for each school building and otherwise comply with the requirements of the Asbestos Hazard Emergency Response Act (AHERA) and related regulations.

A-1. Each asbestos management plan will address building inspections, re-inspections, preventative measures, periodic surveillance, response actions, operations and maintenance, notices, and other information required by law.

B-2. Each school building will maintain in its administrative offices a complete, updated copy of the asbestos management plan for that school building. The District's administrative offices will maintain complete, updated copies of asbestos management plans for all school buildings. The District will make asbestos management plans available for inspection without cost but may charge a reasonable amount to make copies.

C-3. The District will provide training and information, maintain records, and perform asbestos-related obligations with accredited persons as required by law.

D-4. The Board designates [redacted] (may be an employee or consultant)] to oversee the District's compliance with the asbestos management plan and AHERA.

B. Asbestos Abatement Contractors

1. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project unless the contractor provides an affidavit describing (i) any criminal convictions relating to compliance with environmental laws or regulations, (ii) any notices of violation of environmental laws or regulations, and (iii) whether it has been subject to any administrative order or consent judgment within the preceding 5 years.

2. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project unless the District conducts a background investigation of the contractor seeking to bid on the project. At a minimum, the background investigation will include (i) consulting the webpage of the Michigan Department of Environment, Great Lakes, and Energy to determine if the contractor has received notices of violation of environmental regulations, or has been subject to an administrative consent order or a consent judgment involving environmental regulations, and (ii) consulting the webpage of the United States Department of Labor, Occupational Safety and Health

Administration to determine if the contractor has received notices of violation of asbestos regulations.

3. The District will not enter into an agreement with an asbestos abatement contractor for an asbestos abatement project if:

a. the contractor's affidavit discloses a criminal conviction related to compliance with environmental regulations; and/or

b. the contractor has been issued five or more notices of violation of environmental regulations, or has been subject to an administrative consent order or a consent judgment involving environmental regulations within the immediately preceding five years, unless (i) the District investigates each of the notices, administrative consent order, or consent judgment and determines that the contractor is able to adhere to the agreement based on the District's observations of improvements or other demonstrated ability to comply with environmental regulations, (ii) the District makes such determinations in writing and publicly available, and (iii) the District conducts at least one public hearing for public input with at least thirty days' notice.

Legal authority: 15 USC 2641 et seq.; 29 CFR 1910.1001; 40 CFR 763 Subpart E; MCL 338.3351, et seq.; MCL 388.861 et seq.

Date adopted:

Date revised:

Series 3000: Operations, Finance, and Property

3400 School Safety and Security

3408 Firearms and Weapons

The District is a weapon-free school zone. Except as otherwise permitted by Policy or required by applicable law, a person may not possess a weapon on District property. See also Policy 5206. Each person on District property must also comply with the federal Gun-Free School Zones Act.

A. As used in this Policy:

1. [Optional in conjunction with subsection B.7: An “antique firearm” means that term as defined by MCL 750.237a.]
2. A “firearm” means any weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive.
3. “Pistol” means that term as defined by MCL 28.421.
4. “District property” means:
 - a. a building, playing field, or property used for school purposes to impart instruction to students or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses; and
 - b. a vehicle used by the District to transport students to or from a place described in subsection A.4.a above.
5. A “weapon” means a firearm, pneumatic gun, [Optional: dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles, or any other object used, intended, or represented to inflict serious bodily injury or property damage].

B. Permitted Uses

The following persons may possess a weapon on District property:

1. a peace officer as defined by law or those persons listed in MCL 28.425o(5);
2. a student’s Parent licensed to carry a concealed pistol may carry a concealed pistol (but no other weapons) while in a vehicle if the Parent is dropping the student off at, or picking the student up from, the student’s school;
3. a person with permission from the Superintendent or designee to possess a firearm (but no other weapons) within any lawful parameters established by the Board;

[The following are optional and should be discussed in conjunction with legal counsel.]

4. an employee or contracted person if the possession of that weapon is to provide security services for the District;
5. a person licensed to carry a concealed pistol may possess a pistol but is only allowed to open carry;
6. a person who possesses a weapon provided by the District or the District's instructor for purposes of providing or receiving instruction in the use of that weapon; and
7. [Use in conjunction with subsection A.1: a non-student at least 18 years old who possesses an unloaded firearm (but no other weapons) in a wrapper or container in a vehicle's trunk while transporting a student to or from the school if any of the following apply:
 - a. the person is carrying an antique firearm while en route to or from a hunting or target shooting area or function involving the exhibition, demonstration, or sale of antique firearms;
 - b. the person is carrying a firearm while in possession of a valid Michigan hunting license or proof of valid membership in an organization having shooting range facilities and while en route to or from a hunting or target shooting area;
 - c. the person is carrying a firearm from the place of purchase to his or her home or place of business or to a place of repair or back to his or her home or place of business, or in moving goods from one abode or business to another abode or business; or
 - d. if the vehicle does not have a trunk, the person is carrying a firearm in the passenger compartment and the person is otherwise complying with the requirements of subsection b or c and the wrapper or container is not readily accessible to the vehicle's occupants.]

C. Violations

1. Students and District personnel with knowledge that a person is in violation of this Policy should immediately report the violation to the building principal or designee.
2. Violation of this Policy will result in discipline of students, employees, and contractors, up to and including expulsion or termination, removal from District property, and referral to law enforcement.

D. Notices

1. The District will annually distribute the Michigan Department of Health and Human Services notice concerning the best practices for the safe storage of firearms to the parent or legal guardian of each student enrolled no later than October 1 of each year.
2. By October 1, 2025, and each October 1 thereafter, the District will annually post the Michigan Department of Health and Human Services notice to the District webpage.

Legal authority: 18 USC 921; 18 USC 922(q); MCL 28.425f, 28.425o; MCL 750.237a;
MCL 380.1313b

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4101 Non-Discrimination

A. Equal Employment Opportunity

The District is committed to equal employment opportunity and compliance with federal, state, and local laws that prohibit workplace Unlawful Discrimination, including unlawful harassment and Retaliation, based on any protected class or activity. This Policy applies to all aspects of employment, including recruiting, advertising, hiring, training, job placement, evaluation, classification, promotion, transfer, work assignment, compensation, benefits, discipline, demotion, termination, reduction in force, recall, and any other term or condition of employment.

This Policy prohibits discrimination against employees or applicants for employment based on the following protected classes: race, color, national origin, ethnicity, religion, sex ~~(including pregnancy or related conditions, gender identity, or, sexual orientation)~~, gender identity or expression, pregnancy, height, weight, marital status, age, disability, genetic information, veteran status, military service, or any other legally protected class. This Policy also prohibits Retaliation based on a protected activity.

The District prohibits unlawful employment discrimination as required by applicable civil rights statutes, including:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, or national origin;
- Title VII of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, religion, sex (including gender identity, and sexual orientation), or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex;
- Age Discrimination in Employment Act of 1967 (ADEA), which prohibits discrimination based on age as to persons who are at least 40 years old;
- Equal Pay Act of 1963, which prohibits sex discrimination in payment of wages for persons performing substantially equal work in the same establishment;
- Section 504 of the Rehabilitation Act of 1973 (Section 504), which prohibits discrimination based on disability;

- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against qualified persons with disabilities in employment, public service, public accommodations, and telecommunications;
- Pregnancy Discrimination Act of 1978, which prohibits discrimination based on pregnancy, childbirth, or related medical conditions;
- Pregnant Workers Fairness Act (PWFA), which requires covered employers to provide reasonable accommodations to a worker's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause an undue hardship;
- Genetic Information Non-Discrimination Act of 2008 (GINA), which prohibits discrimination based on genetic information as to health insurance and employment;
- Michigan Elliott-Larsen Civil Rights Act of 1976 (ELCRA), which prohibits discrimination based on race, color, national origin, age, sex, pregnancy, sexual orientation, gender identity or expression, religion, height, weight, or marital status;
- Michigan Persons with Disabilities Civil Rights Act of 1976 (MPDCRA), which prohibits discrimination against qualified persons based on disability that is unrelated to that person's ability to perform the duties of a particular position or genetic information; and
- Michigan Equal Pay Act, which prohibits discriminatory wage practices based on sex.

The District also complies with and prohibits employment action that violates the following statutes:

- Family and Medical Leave Act of 1993 (FMLA), which requires covered employers to provide up to 12 work weeks of unpaid, job-protected leave to eligible employees for certain family, military, and medical reasons, and up to 26 work weeks to care for a covered service member with a serious injury or illness;
- ~~Michigan Paid Medical Leave~~ Earned Sick Time Act of 2018 (PMLA(ESTA)), which provides eligible employees ~~paid medical leave~~ with earned sick time that may be used for certain reasons;
- Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), which provides job protection and reemployment rights to individuals who voluntarily or involuntarily leave employment to undertake military service, including military reservists and National Guard members called to duty;

- Public Employment Relations Act of 1947 (PERA), which prohibits a public employer from discriminating against an employee based on membership or non-membership in a labor organization;
- Fair Labor Standards Act of 1938 (FLSA), which establishes minimum wage, overtime pay, record keeping, and youth employment standards affecting employees; and
- Michigan Whistleblower Protection Act of 1980, which protects employees who report a violation or suspected violation of state, local, or federal law and employees who participate in hearings, investigations, or court actions.

B. Reporting Requirements

Any employee who believes he/she has been subjected to behavior that violates this Policy is encouraged to file a complaint promptly with a supervisor. A complaint implicating an individual's civil rights will be investigated pursuant to the procedures outlined in Policy 4104 and 3115-3115H. A complaint alleging Title IX sexual harassment will be investigated pursuant to the procedures outlined in Policy 3118.

Employees with questions about compliance with this Policy and applicable laws should contact the Superintendent or the Employment Compliance Officer(s) identified in Policy 3115B.

Board members, administrators, and supervisors must promptly report incidents of Unlawful Discrimination and Retaliation that he/she observes or about which he/she receives information.

Board members, administrators, or supervisors who receive a complaint alleging a violation of this Policy must promptly report the complaint, in writing, to the Employment Compliance Officer(s) identified in Policy 3115B.

A failure to comply with reporting requirements may result in discipline, including discharge.

C. Employment Discrimination Compliance Training

The District will train administrators, supervisors, and the Employment Compliance Officer(s) on how to address and investigate Unlawful Discrimination and Retaliation complaints.

The District may also provide Unlawful Discrimination and Retaliation training to Board members and employees.

Training may be provided by an outside entity or person approved by the District.

Legal authority: 20 USC 1681 et seq.; 29 USC 206 et seq., 701 et seq., 2601 et seq.; 38 USC 4301 et seq.; 42 USC 2000d et seq., 2000e et seq., 2000ff et seq., 12101 et seq.; H.R. 2617-1626, 117th Cong. § 103(1) (signed into

law December 29, 2022); MCL 37.1101 et seq., 37.2101 et seq.; MCL 423.201 et seq.; MCL 750.556; 34 CFR 106.1 et seq.; MCL 408.934b, 408.961 et seq., *Mothering Justice v Attorney General*, 2024 Mich LEXIS 1454 (July 31, 2024)

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4103 Whistleblowers' Protection

An employee shall report, on his/her own behalf or on behalf of another employee, a violation or a suspected violation of a federal, state, or local law, regulation, or rule to the employee's supervisor or the Employment Compliance Officer(s) identified in Policy 3115B. Reports must be made in good faith. An employee who makes or is about to make a report in good faith and in compliance with this Policy will not be discharged, subject to adverse employment action, or subject to other discrimination or retaliation because the employee was about to make or made a report.

If the employee's supervisor is the subject of the violation or suspected violation, the employee must report to the Employment Compliance Officer(s) or the Superintendent. If the Employment Compliance Officer(s) or the Superintendent is the subject of the violation or suspected violation, the employee must report to the President. If the President is the subject of the violation or suspected violation, the employee must report to the Vice President.

A report must be promptly submitted in writing pursuant to Policy 4101. The investigation of the alleged violation will be performed by an impartial investigator. The investigation may be referred to a third party investigator.

Legal authority: MCL 15.361 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4105B Religious Workplace Accommodations for Employees and Applicants

The District complies with Title VII and state and local laws that prohibit discrimination in employment against employees or applicants for employment based on religion. The District will reasonably accommodate sincerely held religious beliefs, practices, and observances of employees and applicants for employment absent an undue hardship.

An employee or applicant for employment who requests a reasonable accommodation based on religion must promptly inform the Superintendent or designee. Upon receipt of an accommodation request, the District will ~~meet~~begin the interactive process with the employee or applicant to consider reasonable accommodation options consistent with Title VII- [Optional: using the interactive process form, Form 4105B-F]. Reasonable accommodation requests that do not pose an undue hardship will be considered.

After considering the requested accommodation and other relevant information, the District will, as appropriate, implement reasonable accommodations that do not pose an undue hardship (as defined by law). The District is not obligated to adopt the applicant's or employee's specific accommodation request.

The District may engage or re-engage in accommodation discussions, as necessary.

An applicant or employee who believes he/she has been discriminated against under this Policy must promptly file a complaint using the Employment Complaint Procedure in Policy 4104.

Legal authority: 42 USC 2000e, et seq.; *Groff v DeJoy*, 143 S Ct 646 (2023)

Date adopted:

Date revised:

Series 4000: District Employment

4100 Employee Rights and Responsibilities

4106 *Family and Medical Leave Act (FMLA)* [Optional for Districts with Less Than 50 Employees / Required for Districts with 50 or More Employees] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

This Policy will be interpreted and applied consistent with the FMLA, as amended, and its regulations. This Policy should not be interpreted to conflict with an applicable collective bargaining agreement where the collective bargaining agreement provides rights or obligations beyond those conferred by FMLA and that are not prohibited by FMLA.

A. Qualifying for FMLA Leave

1. Employee Eligibility

a. To be eligible for FMLA leave, an employee must:

- i. have worked at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave (full-time instructional employees are presumed to meet the 1,250 hour requirement);
- ii. have completed 12 months (cumulative) of work for the District before the commencement of the leave. This includes non-consecutive intervals of employment with the District occurring up to 7 years before the commencement of the FMLA leave; and
- iii. make the request at a time when the District has 50 or more employees at, or within 75 miles of, the worksite.

b. The applicable 12-month period to determine an employee's entitlement to FMLA leave (i.e., the FMLA leave year) is [Choose one: a “rolling” 12-month period measured backward from when the FMLA leave would commence / a “rolling” 12-month period measured forward from the date the employee first takes FMLA leave / the period from [] to [] / the calendar year, January 1 to December 31].

c. An eligible employee taking FMLA leave to care for a covered service member or veteran with a serious injury or illness is allowed to take up to 26 work weeks of leave in a single 12-month period measured forward from the date the employee first takes leave.

2. Qualifying Events

a. An eligible employee may take FMLA leave, up to a total of 12 work weeks, during any 12-month period for any one or more of the following:

- i. the birth or care of the employee's newborn child;
 - ii. the employee's care for a newly adopted child or child placed in the employee's home for foster care;
 - iii. to care for a spouse, child (who is younger than age 18, or over 18 but incapable of self-care), a Parent (but not parent-in-law), or an individual for whom the employee stands *in loco parentis* who has a serious health condition;
 - iv. the employee's own serious health condition; or
 - v. a qualifying military exigency about an employee, the employee's spouse, child (regardless of age), or Parent.
- b. An eligible employee may take up to 26 work weeks of leave during a single 12-month period to care for a covered service member who is receiving medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness. The employee must be the spouse, child, Parent (regardless of their child's age), or next of kin of the covered service member. This subsection applies to veterans of the Armed Services who suffered an injury or illness, or aggravated an injury or illness, in the line of duty on active duty if the veteran was a member of the Armed Forces at any time during the 5 years before receiving treatment.

3. Limitations on FMLA Leave

- a. The entitlement to leave for the birth of a child or placement of a child with an employee for the purposes of adoption or foster care expires at the end of the 12-month period beginning on the date of the birth or placement, and these circumstances do not qualify for intermittent or reduced schedule leave [Optional: unless the Superintendent or designee approves an intermittent or reduced schedule leave in writing].
- b. Concerning spouses who are both employed by the District, and both eligible for FMLA leave, they are limited to a combined total of 12 work weeks of FMLA leave for the birth or placement, or related care, of a child for adoption or foster care with the employees or the care of a Parent with a serious health condition. This limitation does not apply to the care of a spouse or child with a serious health condition or to an employee's own serious health condition.
- c. Concerning the entitlement to 26 work weeks of leave to care for a covered service member with a serious illness or injury, the 26 work week allotment may include other reasons for FMLA leave authorized by the Act. But in that allotment, an employee is not entitled to more than 12 work weeks of leave for reasons unrelated to the care for a covered service member with a serious illness or injury.

- d. Concerning spouses who are both employed by the District, and both eligible for FMLA leave to care for a covered service member, they are limited to a combined total of 26 work weeks of leave for all leaves authorized by the Act during the 12-month period commencing with FMLA leave to care for a covered service member. The spouses are subject to the 12 work week limitation for leave related to the birth or placement, or related care, of a child for adoption or foster care with the employees or the care of a Parent with a serious health condition.

B. FMLA Notice

1. An employee must give the District notice of FMLA leave as follows:
 - a. When the need for FMLA leave is foreseeable (e.g., for the birth of a child, placement for adoption or foster care, or planned medical treatment), 30 calendar days' notice is required. If the employee fails to give 30 calendar days' notice with no reasonable excuse, the District reserves the right to deny or to delay the employee's FMLA leave. If the FMLA leave is for planned medical treatment, the employee must make reasonable efforts to schedule treatment so as not to unduly disrupt the District's operations.
 - b. When the need for FMLA leave is unexpected, the employee must provide notice to the District as soon as practicable.
2. For both foreseeable and unexpected leave, employees must comply with District Policies, work rules, collective bargaining agreement provisions, and customary absence reporting procedures. Failure to comply with these requirements may be grounds to delay or deny the employee's FMLA leave request and may result in discipline.
3. Absent extenuating circumstances, within 5 work days after an employee requests FMLA leave or the District has reasonable information that an employee may qualify for FMLA leave, the District will provide to the employee a copy of this Policy and the U.S. Department of Labor's (DOL) "Notice of Eligibility and Rights & Responsibilities" DOL Form WH-381 (as updated).
4. Once the District receives sufficient notice, including any requested medical certification (see below), that an employee's leave qualifies as FMLA leave, the District will, absent extenuating circumstances, within 5 work days, notify the employee in writing whether the leave is designated as FMLA leave using DOL Form WH-382 (as updated).

C. Certification

1. If an employee requests FMLA leave due to the employee's serious health condition or to care for a Parent, child, or spouse with a serious health condition, the employee must provide medical certification from a health care provider of the serious health condition involved and, if applicable, verification that the employee is needed to care for the family member and the expected

duration of the leave. Employees requesting leave for a qualifying exigency or leave to care for a covered service member with a serious injury or illness must provide the appropriate certification. The District will provide the employee with the appropriate DOL form applicable to the employee's requested leave.

2. Employees must return the requested certification within 15 calendar days after the request. The District may delay or deny FMLA leave if submission of the certification is not timely.
3. Failure or refusal to provide requested medical certification within 15 calendar days may result in denial of the leave being designated as FMLA leave.
4. If an employee provides an incomplete or insufficient certification, the District will advise the employee, in writing, of the deficiencies and what additional information is needed. An employee must return the requested additional information within 7 calendar days. The District, but not the employee's direct supervisor, may contact an employee's health care provider for clarification or authentication of a certification. The District may not contact the employee's health care provider if a complete and sufficient certification, signed by the health care provider, is submitted.
5. If the District has reason to doubt the medical certification an employee submits, the District may require, at its expense, that the employee obtain a second opinion from a health care provider of the District's choice. If the second opinion differs, the District may require, at its expense, that a third opinion be obtained from a health care provider who is mutually selected by the employee and the District. The third medical certification will be final and binding on both parties. If the employee refuses to be examined by the third health care provider, the employee will be bound by the second opinion. The District may not request a second opinion for leave to care for a covered service member or veteran with a serious injury or illness.

The District may request recertification consistent with FMLA regulations. Recertification will be at the employee's expense.

The District may request recertification in less than 30 calendar days if: an employee requests an extension of FMLA leave; circumstances stated in the prior certification have changed significantly; or the District receives information that casts doubt upon the employee's stated reason for the absence or the certification's validity.

D. Concurrent Leave and Substitution of Paid Leave

FMLA leave provided to employees is unpaid, unless the employee has applicable paid leave. Applicable paid leave (e.g., sick, personal, business, vacation, paid time off, leave under Michigan ~~Paid Medical Leave~~Earned Sick Time Act (~~MPMLAESTA~~), or workers' compensation) will run concurrently with FMLA leave at the election of either the District or the employee. The ability to use paid leave concurrently with FMLA leave is subject to compliance with the procedures and

conditions normally associated with the paid leave. A medical leave of absence covered by workers' compensation runs concurrently with FMLA leave and consistent with an applicable individual employment contract or collective bargaining agreement. FMLA leave beyond an employee's applicable accrued paid leave is unpaid.

E. Intermittent and Reduced Schedule Leave

1. Eligible employees may take FMLA leave intermittently or on a reduced schedule when leave is taken to care for a family member with a serious health condition, for an employee's own serious health condition, because of a qualifying exigency, or to care for a covered service member or veteran, an eligible employee may take leave intermittently or on a reduced schedule when medically necessary.
2. Intermittent or reduced schedule leave will not result in a reduction in the employee's total amount of leave beyond the amount of leave actually taken. Intermittent and reduced schedule FMLA leave will be accounted for in the shortest increment used to account for leave generally within the employee's classification.

Employees must follow the District's absence reporting procedures when using intermittent leave.

3. When an instructional employee seeks to take intermittent or reduced schedule leave to care for a family member with a serious health condition, to care for a covered service member or veteran, or for the employee's own serious health condition which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20% of the total number of work days over the leave period, the District may either require the employee to take leave on a full-time basis for the duration of the requested intermittent or reduced schedule leave or temporarily transfer the employee to an alternate position with equivalent pay and benefits.
4. If an eligible employee requests intermittent or reduced schedule leave for a foreseeable medical treatment, including during a period of recovery from a serious health condition, the District may require the employee to transfer temporarily to an available alternate position for which the employee is qualified and which better accommodates recurring periods of leave than the employee's regular position. The alternate position must have equivalent pay and benefits as the employee's regular position.

F. Group Health Plan Benefits

1. Eligible employees are generally entitled to the continuation of District-provided group health plan benefits while on FMLA leave. Group health plan benefits include medical, dental, and optical insurance coverages in which the employee is enrolled at the time that FMLA leave is taken.

2. The District will continue paying its portion, if any, of the employee's group health plan costs and insurance premiums or representative premiums while the employee is on FMLA leave and in accordance with any applicable collective bargaining or individual employment contract. Any share or portion of the group health plan costs, insurance premiums, or representative premiums paid by the employee before FMLA leave must continue to be paid by the employee during FMLA leave. See DOL Form WH-381. An employee's failure to pay his/her portion of group health plan costs, insurance premiums, or representative premiums during FMLA leave may result in loss of coverage if the employee's contribution is more than 30 calendar days late. The District will provide the employee with written notice at least 15 calendar days before cancelling the employee's coverage because of a failure to make employee contributions.
3. As addressed in subsection I below, an employee who fails to voluntarily return to work after FMLA leave may be required to repay the District for his/her group health plan benefit costs.

G. Return to Work

1. At the expiration date of an employee's FMLA leave, the employee will be returned to that employee's former position or an equivalent position with the same pay, benefits, and working conditions. An employee taking FMLA leave has no greater right to reinstatement than if the employee had been continuously employed during the FMLA leave period.
2. If an employee was unable to renew a license or certification because of FMLA leave and is no longer qualified for the employee's former position, the District will provide the employee reasonable time, on unpaid status, to fulfill the necessary return to work conditions.
3. Instructional Employees
 - a. "Instructional" employees are those whose principal function is to teach and instruct students in a class, small group, or individual setting.
 - b. If an instructional employee begins FMLA leave more than 5 weeks before the end of a term or semester, the District may require the employee to take FMLA leave until the end of the term or semester if the FMLA leave is to last at least 3 weeks and the employee would return to work during the 3-week period before the end of the term or semester.
 - c. If an instructional employee begins FMLA leave during the 5-week period before the end of a term or semester because of the birth or placement for adoption or foster care of a child, to care for a spouse, child, or Parent with a serious health condition, or to care for a covered service member or veteran, the District may require that FMLA leave be taken until the end of the term or semester if the instructional employee would return to work

during the 2-week period immediately before the end of the term or semester and the leave is to last more than 2 weeks.

- d. If an instructional employee begins FMLA leave during the 3-week period before the end of a term or semester because of the birth or placement for adoption or foster care of a child, to care for a spouse, child, or Parent with a serious health condition, or to care for a covered service member or veteran, the District may require the employee to take FMLA leave until the end of the term or semester, if the leave will last more than five (5) work days.
- e. Any additional FMLA leave required of an instructional employee by the District will not count against the employee's allotment of FMLA leave.

4. Fitness for Duty

The District may require that an employee returning from FMLA leave submit a fitness-for-duty certification from a health care provider which addresses the employee's ability to return to work and perform the essential functions of the employee's position. The District must provide the employee with notice of the requirement to provide a fitness-for-duty certification and the essential functions of the employee's position when the District provides the employee the designation of FMLA leave notice (DOL Form WH-382, as updated). If the employee fails to submit the fitness-for-duty certification in a timely manner, return from FMLA leave may be delayed by the District. The employee may be terminated if he/she fails to submit the fitness-for-duty certification.

- 5. Unless a collective bargaining agreement provides otherwise, an employee on unpaid FMLA leave is not entitled to accrue seniority, employment benefits (other than medical insurance), or any benefit conditioned on length of service or work performed.

H. Denial of Key Employee Restoration

- 1. The District reserves the right to deny restoration to the same or equivalent position to any eligible employee who is a key employee, meaning any employee who is paid a salary and is in the highest paid 10% of employees. The District may deny restoration if necessary to prevent substantial and grievous economic injury to the District's operations. If the District intends to deny restoration to a key employee, it will:
 - a. use DOL Form WH-381, as updated, to notify the employee of his/her status as a key employee in response to the employee's request for FMLA leave and provide the employee with an explanation of the consequences for the employee if the District determines that substantial and grievous injury will result to its operations if the employee is reinstated after FMLA leave;
 - b. notify the employee, in person or by certified mail, as soon as the District decides it will deny restoration and the reasons for the denial;

- c. offer the employee a reasonable opportunity to return to work from FMLA leave after giving this notice;
- d. make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee then requests restoration; and
- e. the District must maintain its group health plan cost, contributions, premium, or representative premium contributions for the employee's group health plan benefits for the entire term of the employee's FMLA leave, even after giving the employee notice that restoration will be denied.

I. Failure to Return to Work

1. An employee's unexcused failure to return to work upon expiration of FMLA leave will subject the employee to discharge unless the District grants an extension of leave as required by law or under a collective bargaining agreement, employee handbook, or individual employment contract. An employee who requests an extension of leave due to the continuation, recurrence, or onset of the employee's serious health condition, or the serious health condition of the employee's spouse, child, Parent, or covered service member or veteran, must submit to the employee's supervisor a written request for an extension. This written request must be made as soon as possible before the expiration of the employee's FMLA leave. Medical certification or recertification will be required to support any request for leave extension.
2. If an employee is unable to perform the essential functions of the position or an equivalent position at the end of FMLA leave, the District will comply with ADA requirements, as applicable.
3. If an employee fails to return to work after his/her FMLA leave expires, the employee must reimburse the District for any group health plan costs, contributions, premiums, and representative premiums that the District paid for continuation of the employee's group health benefits coverage during FMLA leave, unless the employee does not return due to: (a) the continuation, recurrence, or onset of the serious health condition which entitled the employee to FMLA leave and the employee provides the District with sufficient certification from the proper health care provider of the continuation, recurrence, or onset of the serious health condition; or (b) other circumstances beyond the employee's control. This provision does not apply to any group health plan cost, insurance premium, or representative premium contributions made by the District for periods during which the employee used paid leave concurrently with FMLA leave.

J. Recordkeeping

1. The District will maintain the following records related to FMLA requests and use:
 - a. basic payroll information;

- b. dates (or hours) during which eligible employees take FMLA leave;
 - c. copies of all notices, requests, and other documents related to FMLA leave;
 - d. copies of documents evidencing group health plan cost contributions, insurance premium, and representative premium payments made by the District on behalf of an eligible employee on FMLA leave; and
 - e. documents related to disputes about eligibility or designation of FMLA leave.
2. Medical certifications and other medical documentation related to FMLA leave will be maintained in a separate, confidential file from an employee's personnel file. See Policy 4224.

K. Notice to Employees

The District will post the appropriate notice of rights poster in a location easily seen by employees and include a general notice of employee FMLA rights in applicable employee handbooks or by providing employees notice at their time of hire.

Legal authority: 29 USC 2601 et seq.; 29 CFR 825.100 et seq.

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4403 Performance Evaluation

Performance evaluations are essential to provide quality educational services and to measure competency. This Policy does not diminish the Board's authority or ability to non-renew a professional staff member's contract at the end of the contract's term, consistent with applicable statutes, collective bargaining agreements, Policies, and individual employment contracts. This Policy must be implemented consistent with Policy 1101.

A. Teachers as Defined by Revised School Code Section 1249 (K-12 certified teachers of record)

Teachers will be evaluated pursuant to a performance evaluation system consistent with Revised School Code Section 1249 and the Teachers' Tenure Act. This performance evaluation system will include, as appropriate, the following:

1. a year-end evaluation process that meets statutory standards;
2. an evaluation tool that incorporates components required by law, including:
 - a. locally agreed-on student growth and assessment data or student learning objectives, as defined by Revised School Code Section 1249;
 - b. the teacher's performance; and
 - c. objective criteria.
3. an individualized development plan (IDP) with performance goals developed by the evaluator in consultation with the teacher and recommended training designed to improve the teacher's effectiveness for:
 - a. all probationary teachers;
 - ~~b. teachers rated minimally effective or ineffective during the 2023-24 school year;~~
 - ~~c.b.~~ _____ teachers rated needing support or developing; or
 - ~~d.c.~~ _____ at the evaluator's discretion when performance deficiencies are noted.
4. classroom observations of at least 15 minutes each which include, at a minimum, a review of the teacher's lesson plan, the state curriculum standard used in the lesson, and pupil engagement, with appropriate written feedback and a post-observation meeting between the teacher and the school administrator conducting the observation to discuss those items;

5. a mid-year progress report, if required by law, which aligns with the teacher's individualized development plan, includes specific performance goals developed by the evaluator, and any recommended training identified by the evaluator;
6. a year-end performance evaluation effectiveness rating, of effective, developing, or needing support;
7. tenured teachers rated as highly effective or effective on the 3 most recent consecutive year-end evaluations may be evaluated [Choose one: biennially or triennially], but if the teacher is not rated as effective on one of the [Choose one: biennial or triennial] year-end evaluations, the teacher must receive year-end evaluations;
8. a mentor for teachers rated developing or needing support or for teachers in the first year of probation;
9. opportunity for a tenured teacher rated needing support on a year-end evaluation to request a review consistent with Revised School Code Section 1249;
10. a tool approved by MDE, a modified MDE tool, or a local evaluation tool if adopted in compliance with Revised School Code Section 1249 and corresponding regulations;
11. website posting of required information for the evaluation tool;
12. training on the evaluation tool for teachers and evaluators as required by law; and
13. other components that the Superintendent or designee deems relevant, important, or in the District's best interests.

If a tenured teacher is rated ineffective or needing support on 3 consecutive year-end evaluations, the teacher must be discharged consistent with due process. The District is not precluded from discharging a teacher at other times as provided by the Teachers' Tenure Act.

If a teacher receives an unevaluated rating, the teacher's rating from the school year immediately before the designation must be used.

B. Non-Teaching Professionals Subject to the Teachers' Tenure Act

The performance evaluation system for a Non-Teaching Professional with a teaching certificate subject to the Teachers' Tenure Act must include multiple observations. An IDP will be developed during the employee's probationary period. Except during the probationary period, which must include annual evaluations, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee. The Superintendent or designee

has discretion to select and use an evaluation tool that serves the District's best interests.

The Superintendent or designee also has discretion to implement an IDP if performance deficiencies are noted, regardless of the employee's effectiveness rating.

To the extent required by law, a tenured Non-Teaching Professional subject to the Teachers' Tenure Act rated as needing support may request a review consistent with Revised School Code 1249.

C. Non-Teaching Professionals and Teachers Not Subject to Revised School Code Section 1249

For Non-Teaching Professionals and teachers not subject to Revised School Code Section 1249, the Superintendent or designee will evaluate the employee's performance at intervals determined by the Superintendent or designee, except annual evaluation will be performed during the employee's probationary period. The Superintendent or designee has discretion to select and use an evaluation tool that serves the District's best interests.

An IDP may be established at the Superintendent's or designee's discretion.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a, 380.1233b, 380.1248, 380.1249; 380.1249a(2); MCL 423.215

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4407 Discipline

Maintaining appropriate procedures and standards for addressing misconduct and other inappropriate behavior by Professional Staff is a critical component in furthering an effective educational environment and in providing quality educational services to students. Off-duty conduct may result in discipline if it adversely impacts the District and is not a legally protected activity. Information about substantiated unprofessional conduct will not be suppressed or removed from a personnel file consistent with Revised School Code Section 1230b. This Policy must be implemented consistent with Policy 1101.

A. Probationary Professional Staff

Probationary Professional Staff discipline or demotion may occur for any lawful reason.

1. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
2. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.
3. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
4. Disciplinary measures may include warning, reprimand, unpaid suspension, financial penalty, or discharge. This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measures for the circumstances. The District may also consider preventative measures, including training, coaching, and other remedial measures.
5. Discipline will be confirmed in writing and placed in that person's personnel file. The person's year-end performance evaluation may also reflect the discipline.
6. The Superintendent or designee is authorized to impose discipline except for:
 - a. nonrenewal of a probationary teacher; or
 - b. discharge of a probationary teacher.

The Board's action may be based upon the Superintendent's or designee's written recommendation and applicable procedures set forth in the Teachers' Tenure Act.

B. Tenured and Non-Probationary Professional Staff

Tenured teacher discipline or demotion will occur only for a reason(s) that is not arbitrary or capricious. Likewise, the disciplining of Non-Teaching Professionals will be governed by the arbitrary or capricious standard unless expressly stated otherwise in a collective bargaining agreement, employee handbook, or individual employment contract. Under the arbitrary or capricious standard, a disciplinary decision must be supported by a preponderance of the evidence and the discipline must have a rational relationship to the established misconduct or inappropriate behavior.

Before imposing discipline, the Superintendent or designee will investigate whether a Professional Staff member engaged in conduct that may justify discipline. The investigation should include discussions with witnesses determined by the Superintendent or designee to have relevant information and a review of tangible evidence (e.g., documents, video, electronic communications). The Professional Staff member will be provided an opportunity to respond to the allegation(s).

If a Professional Staff member is governed by a collective bargaining agreement or individual employment contract, the Superintendent or designee will adhere to the disciplinary standards and procedures in that agreement. If the collective bargaining agreement or individual employment contract does not have an applicable provision, then the standards and procedures outlined below will apply.

The following procedures may be used for investigating allegations of Professional Staff misconduct or inappropriate conduct:

1. The Superintendent or designee may consult with legal counsel in appropriate cases and may request that legal counsel assist with an investigation.
2. The Superintendent or designee will give the Professional Staff member oral or written notice of the allegation(s).
3. If the complaint alleges suspected child abuse or neglect, the matter must be immediately reported to Children's Protective Services.
4. The Superintendent or designee will give oral or written notice of the time, date, and location of a meeting to provide the Professional Staff member with an opportunity to respond to the allegation(s) and substantiating factor(s).
5. An employee who is subject to an investigatory interview that may result in discipline or who reasonably believes an investigatory interview may result in discipline may bring a representative consistent with Policy 4108.

6. The Superintendent or designee is authorized to place a Professional Staff member on paid, non-disciplinary administrative leave pending the completion of an investigation when, in the judgment of the Superintendent or designee, placing the Professional Staff member on leave will protect the investigatory process or work environment.
7. If an investigation concludes that a preponderance of the evidence (i.e., more likely than not) establishes that the Professional Staff member engaged in conduct warranting discipline, the appropriate level of discipline will be guided by the following:
 - a. the seriousness of the offense;
 - b. the Professional Staff member's prior disciplinary and employment record;
 - c. whether other Professional Staff members have engaged in similar or like past conduct known to the District's administration and the discipline imposed for those infractions;
 - d. the existence of aggravating or mitigating factors, as determined by the Superintendent or designee;
 - e. applicable federal or state law;
 - f. the Professional Staff member's acceptance of responsibility;
 - g. the likelihood of recurrence; and
 - h. any other factors the Superintendent or designee determine are relevant.
8. Disciplinary measures may include:
 - a. warning;
 - b. reprimand;
 - c. unpaid suspension;
 - d. financial penalty; or
 - e. discharge.

This Policy does not require that disciplinary measures be applied progressively or sequentially. The District may apply appropriate disciplinary measure. The District may consider additional preventative measures to address the misconduct, including training, coaching, and other remedial measures.

9. Discipline will be confirmed in writing and placed in that person's personnel file. The discipline imposed may also be reflected in the person's year-end performance evaluation.

10. The Superintendent or designee is authorized to impose discipline except for:

- a. the discharge of a Professional Staff member; or
- b. the demotion of a tenured teacher, as defined in the Teachers' Tenure Act.

The Board's action may be based on the Superintendent's or designee's written recommendation and applicable procedures in the Teachers' Tenure Act.

11. A tenured teacher's salary may be escrowed after tenure charges are approved by the Board pursuant to Policy 4208.

C. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by an applicable collective bargaining agreement or individual employment contract, employees holding extracurricular positions, including athletic coaches, may be disciplined for any lawful reason. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.71 et seq.; MCL 380.11a, 380.601a; *NLRB v J Weingarten, Inc*, 420 US 251 (1975)

Date adopted:

Dated revised:

Series 4000: District Employment

4400 Professional Staff

4408 Termination

This Policy must be implemented consistent with Policy 1101.

A. Probationary Teachers

For purposes of this Policy, the “termination” of a probationary teacher occurs when the probationary teacher is discharged during the term of an existing individual employment contract between the probationary teacher and the Board. Discontinuation of a probationary teacher’s employment at the expiration of an individual employment contract is not termination for purposes of this Policy and is addressed separately in Policy 4409.

The Board may terminate a probationary teacher for misconduct, inappropriate behavior, performance that is not effective, or for any other lawful reason at any time.

The Superintendent or designee may recommend the termination of a probationary teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Probationary teachers recommended for termination by the Superintendent or designee will be provided advance notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

B. Tenured Teachers

The Superintendent or designee may recommend the termination of a tenured teacher by filing tenure charges with the Board. The Board will consider whether to proceed on the tenure charges or modify the charges. A tenured teacher may be terminated for a reason that is not arbitrary or capricious.

The tenured teacher may challenge the Board’s decision to discharge or demote the teacher by timely filing an appeal with the State Tenure Commission.

C. Non-Teaching Professionals and Teachers not subject to the Teachers’ Tenure Act (preschool, GSRP, or other teachers if they did not serve a probationary period under the Tenure Act)

[Choose Option 1 or 2:]

[Option 1: Unless otherwise provided by a collective bargaining agreement or individual employment contract: (1) a Non-Teaching Professional or teacher who is not subject to the Teachers’ Tenure Act is subject to 4 years of probationary service and may be non-renewed or terminated at-will by the Board; and (2) after

4 years, the non-probationary Non-Teaching Professional or teacher may be terminated for any reason that is not arbitrary or capricious, subject to due process.]

[Option 2: Unless otherwise provided by a collective bargaining agreement or individual employment contract, a Non-Teaching Professional or teacher who is not subject to the Teachers' Tenure Act may be terminated by the Board for any reason that is not arbitrary or capricious, subject to due process.]

The Superintendent or designee may recommend the termination of a Non-Teaching Professional or teacher to the Board. The recommendation will include the reason(s) for the proposed termination.

Non-Teaching Professionals or teachers recommended for termination by the Superintendent or designee will be provided advance written notice of the allegations; an opportunity for a hearing in closed or open session before the Board; and the time, date, and location of the Board hearing.

D. Extracurricular Positions, Including Athletic Coaches

Unless otherwise provided by a collective bargaining agreement or individual employment contract, extracurricular positions, including athletic coaches, may be non-renewed or terminated at-will by the Superintendent or designee. For contracted extracurricular positions, including athletic coaches, see Policy 4207.

Legal authority: MCL 38.83(2), 38.101, 38.121

Date adopted:

Date revised:

Series 4000: District Employment

4400 Professional Staff

4409 Non-Renewal

For purposes of this Policy, “non-renewal” of a probationary teacher refers to the discontinuation of the employment relationship between the Board and a probationary teacher at the expiration of the probationary year following the process set forth in the Teachers’ Tenure Act.

Teachers must serve a probationary period as required by the Teachers’ Tenure Act. A probationary teacher’s contract may be non-renewed for performance-based reasons or any other lawful reason.

This Policy must be implemented consistent with Policy 1101.

A. Probationary Period

1. A probationary teacher rated developing or needing support may be subject to non-renewal consistent with the Teachers’ Tenure Act. To attain tenure, a probationary teacher must ~~be rated effective (after July 1, 2024) or receive a “highly effective (before July 1, 2024)” or “effective” rating on the teacher’s 3 most recent year-end annual performance evaluations, including their most recent evaluation~~ and ~~serve have completed~~ at least 4 full school years ~~of employment~~. A teacher’s probationary period may extend, or the probationary teacher may be nonrenewed, if the teacher does not receive 3 consecutive effective ratings during the probationary period.

For a teacher who previously held tenure in another Michigan public school district, the teacher is subject to a 2-year probationary period, unless the Board acts to reduce the teacher’s probationary period. The Board may make such a reduction if it determines that it is in the District’s best interest considering factors such as the teacher’s employment history; certifications, approvals, or authorizations; experience in subject matter or grade level; professional development, training, and academic preparation; and any other relevant factors as determined by the Board.

2. [Optional: Unless otherwise provided by a collective bargaining agreement or individual employment contract:
 - a. Non-Teaching Professionals who are not subject to the Teachers’ Tenure Act are subject to 4 years of probationary service and may be non-renewed or terminated at-will by the Board; and
 - b. After 4 years, the non-probationary Non-Teaching Professional may be non-renewed or terminated for any reason that is not arbitrary or capricious, subject to due process.]

B. Non-renewal

1. Probationary teacher non-renewal is subject to the non-renewal procedures specified in the Teachers' Tenure Act. This Policy will be implemented consistent with that statute.
 2. Before non-renewing a probationary teacher, the probationary teacher must receive written notice of the Superintendent's or designee's recommendation for non-renewal and the time, date, and place of the Board meeting at which the Board will consider the recommendation. The recommendation for non-renewal will state the reason(s) for the recommendation and may include supporting documentation.
 3. The probationary teacher must receive written notice of Board action to non-renew the teacher's contract at least 15 calendar days before the end of the school year (June 30) except as provided in subsection 4 below. If the teacher is hired after the beginning of the school year, notice of non-renewal must be received at least 15 calendar days before the teacher's anniversary date of hire.
 4. For a teacher who previously held tenure in another Michigan public school district, the teacher must receive written notice of non-renewal at least 60 calendar days before the completion of the probationary period.
- C. The probationary teacher will be provided an opportunity to address the Board in open or closed session and respond to the Superintendent's or designee's recommendation to non-renew.
- D. The Board must take action in open session on the recommendation to non-renew the probationary teacher.
- E. The probationary teacher must be served with written notice of the Board's action non-renewing the teacher's employment and a copy of the Board action within the timeframe required by the Teachers' Tenure Act. The non-renewal notice will specify that a probationary teacher has the right to appeal the timeliness or legal effect of a notice of non-renewal. The appeal must be filed with the State Tenure Commission within 20 calendar days after the probationary teacher's receipt of the notice of non-renewal. A copy of the Teachers' Tenure Act should also be included with the notice.
- F. Teachers who are not subject to the Teachers' Tenure Act may be non-renewed at the discretion of the Board for any lawful reason subject to an applicable collective bargaining agreement or individual employment contract. [Option: The teacher must have advance notice that the Board is considering nonrenewal and an opportunity to be heard. The teacher will receive written notice of a nonrenewal decision.]

Legal authority: MCL 38.81 et seq., 38.91 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5100 Student Rights

5104 Age of Majority

State law recognizes students are adults at age 18 or when otherwise legally emancipated. Except as noted below, all Board Policies, applicable codes of conduct, and any other applicable rules or behavioral expectations apply to all students regardless of age.

Unless inconsistent with a court order, students who are 18 years or older or legally emancipated may:

- A. ~~have the same rights as their Parents as they relate to~~ access to or control of their student records as provided by law;
- ~~B. represent themselves during disciplinary conferences;~~
- B. make decisions related to special education and Section 504;
- C. request a personal curriculum;
- D. represent themselves during disciplinary conferences;
- ~~D.E.~~ E. have other rights or privileges as determined by the Superintendent or designee;
- ~~E.F.~~ F. [Optional] sign themselves in and out of school; and
- ~~F.G.~~ G. [Optional] provide reason(s) for their absences and tardies.

Eligible students who wish to assert these rights must notify the building principal in writing. Otherwise, sections ~~B-F~~ D-G above will not apply. The building principal or designee may notify an eligible student's Parent that the eligible student has exercised the rights listed under this Policy.

Legal authority: MCL 380.1278b; MCL 722.4, 722.52

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5200 Student Conduct and Discipline

5202 Unlawful Discrimination, Harassment, and Retaliation Against Students

The District prohibits unlawful discrimination. “Unlawful Discrimination” includes unlawful harassment and retaliation, unless specifically stated otherwise. The District will investigate all allegations of Unlawful Discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in Unlawful Discrimination.

Complaints alleging Unlawful Discrimination, harassment, and Retaliation against a student will be investigated using the process outlined in Policies 3115-3115H.

Complaints alleging Title IX sexual harassment will be investigated using the Grievance Process outlined in Policy 3118.

The identities of the District’s Title IX Coordinator, Section 504 Coordinator, and Civil Rights Coordinator are listed in Policy 3115B.

A. Student Handbooks

The Superintendent or designee will include in student handbooks a statement explaining the District’s policy against Unlawful Discrimination, including unlawful harassment and Retaliation. This statement must include an explanation of types of Unlawful Discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

B. Reporting Requirements

District personnel must immediately report incidents of alleged Unlawful Discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of Unlawful Discrimination must intervene immediately, unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of Unlawful Discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected Unlawful Discrimination. A student may also anonymously report an incident of Unlawful Discrimination. The District will investigate anonymous reports to the extent possible pursuant to Policies 3115-3115H or Policy 3118, as applicable. Minor students do not need Parent permission to file a

Complaint or participate in the Grievance Procedure described in Policies 3115-3115H and 3118.

C. Office for Civil Rights

Any person who believes that he or she was the victim of Unlawful Discrimination may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education
Office for Civil Rights
~~1350 Euclid Avenue~~Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 325310
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

Denver, CO 80204-3582
Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

An OCR complaint may be filed before, during, or after filing a Complaint with the District. A person may forego filing a Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to Unlawful Discrimination also file a Complaint with the District to ensure that the District is able to take steps to prevent any further discrimination and to discipline the alleged perpetrator, if appropriate. OCR does not serve as an appellate body for District decisions. An investigation by OCR will occur separately from any District investigation.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5401 Parent Involvement in Education

A. Parent Involvement

The District will take the following steps to encourage Parent involvement in their student's education:

1. Parents will be provided the opportunity to review District-approved curriculum, textbooks, and instructional materials, including any material that will be used in connection with a survey, analysis, or evaluation, upon request.
 - a. Requests to review curriculum, textbooks, and instructional materials must be made to the building principal.
 - b. Parents may review textbooks based on availability and may review instructional materials within a time frame determined by the building principal or designee.
2. Parents will be permitted to attend and observe instructional activities in a class or course in which their student is enrolled and present.

Parents must make an appointment with the building principal to observe instructional activities in a class or course in which the student is enrolled and present. The building principal will permit a Parent observation unless the building principal determines that the observation would disrupt the class or course. Frequent observations are likely disruptive. Absent unusual circumstances, as determined by the building principal, observations that last more than 30 minutes or occur on consecutive days will not be permitted. Parents who want to observe instructional activities also must adhere to Policy 3105.

Parents are not permitted to observe testing.

3. Parents may inspect and review their student's education records, upon written request, consistent with Policy 5309 and state and federal law.

~~4. At the beginning of the school year, the District will notify Parents of students attending Title I schools of the right to request a~~ copy of this Policy. ~~The District will provide a copy of this~~ must be included in the Student Handbook.

~~4.5. See Policy to a requesting~~ 5405 for Parent in a timely manner and Family Engagement Policy at schools receiving Title I funds.

~~5.6.~~ [Optional: The Superintendent is directed to develop and implement parental involvement contracts with Parents. These contracts must be voluntary and must include the following:

- a. The Parent will:
 - i. review homework and offer assistance when needed;
 - ii. ensure the student arrives at school each day on time and ready to learn;
 - iii. attend school functions and support the student's school activities; and,
 - iv. make every effort to attend parent-teacher conferences.
- b. The student will:
 - i. participate in class discussions;
 - ii. complete assignments in an accurate, neat, and timely manner;
 - iii. come to school each day on time;
 - iv. pay attention in class and complete assigned lessons;
 - v. obey applicable rules and codes of conduct; and
 - vi. respect teachers, school administrators, and other students.
- c. The teacher will:
 - i. set high standards for quality instruction that promote grade-appropriate academic skills;
 - ii. keep accurate attendance records;
 - iii. teach students how to study;
 - iv. review basic concepts taught in class;
 - v. maintain a welcoming atmosphere; and
 - vi. provide flexible scheduling for Parent visits and participation.
- d. Ways for the Parent to explain any obstacles that prevent compliance with the contract.

If a parental involvement contract identifies obstacles to participation, the Superintendent will consider accessing possible resources to help overcome those obstacles.]

B. Assessments and Surveys

1. State assessments

Pursuant to state law, the District will not approve Parent requests to opt students out of state assessments.

2. National Assessment of Educational Progress

As a condition of receiving federal funds and as required by state law, the District may be selected to participate in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. Student participation in NAEP is voluntary.

The District will notify Parents of students eligible to take the NAEP before the assessment is administered. Parents wishing to opt their students out of the NAEP assessment must notify the District in writing at least 3 school days before the assessment date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

3. Surveys

Parents will be notified before their student participates in surveys on certain topics in accordance with Policy 5308.

Legal authority: MCL 380.1137, 380.1280b, 380.1295, 380.1507(3)

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5405 Title I Parent and Family Engagement Policy [Optional if the District does not receive Title I Part A funding / Required for Districts that receive Title I Part A funding. Section D (Implementation) requires the District to insert the activities identified through Parent and family consultation] [Note: If the Board elects not to adopt this Policy, delete the policy language and replace title with "Intentionally Left Blank" after the policy number and in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

[Note: If the Board adopts this policy, it must be reviewed annually, and Parents must be given an opportunity to provide input.]

A. Development and Annual Review

This An Engagement Policy will be jointly developed and annually reviewed, amended, and distributed to Parents and family members of participating students and the local community in an understandable format, and to the extent practicable, in a language the Parents can understand. ~~An annual evaluation of the Engagement~~

Parents and family members must have opportunities for meaningful input during the annual review process. Information about how Parents and families may provide input will be posted on the District's website. The annual review of this Policy's content and effectiveness will be used to design evidence-based strategies for more effective parental involvement, to revise the Engagementthis Policy, and to remove barriers to Parent and family participation. ~~The Engagement Policy will be reviewed annually at a meeting where concerned parties can discuss possible changes to the Engagement Policy.~~

~~A component of the Engagement~~ This Policy ~~will be~~ includes a School-Parent Compact jointly developed by the District and Parents that outlines how the Title I school, Parents, and students ~~will share the~~ responsibility for improved student academic achievement and the means by which the school and Parents ~~will build~~ and develop a partnership to help students achieve state education standards.

B. Parent and Family Engagement

The District recognizes the unique needs of students ~~who are being~~ served in its Title I program and the importance of Parent and family engagement in the Title I program. ~~Parent and family engagement in the Title I Program must include, but is not limited to:~~

1. Parent and family engagement means the participation of Parents through regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- a. Parents play an integral role in assisting their child's learning;
 - b. Parents are encouraged to be actively involved in their child's education at school;
 - c. Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
 - d. other activities, such as those described in section 1116 of the Elementary and Secondary Education Act (ESEA) are carried out.
2. Parent and family engagement activities are required under this Policy and include, for example, activities such as:
- A.a. _____ an annual school meeting to ~~which all Parents of participating students will be invited to;~~ inform Parents of their school's participation under ~~this part, to explain Title I, Part A;~~ clarify the requirements of this part, Title I, Part A; and ~~to explain the Parents' right to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter.~~ Additional meetings may be scheduled, based on need and interest;
 - B.b. _____ an ~~explanation of providing Parents information about the details for student and Parent participations~~ school's Title I, Part A programs, including but not limited to a description of the school's: curriculum objectives, the forms of academic assessment used to measure student progress and, proficiency levels students are expected to meet, achievement levels of the state academic standards, type and extent of participation, parental input in educational decisions, and coordination and integration with other federal, state, and District programs, and evaluations of progress;
 - C. _____ opportunities to participate in activities to build Parent involvement activities capacity, such as training and providing materials to help Parents to work with their students to improve achievement. A goal of Parent activities is to provide Parents with opportunities to participate in education-related decisions for their students, as appropriate;
 - D.c. _____ to and encouraging volunteer work at the ~~extent practicable,~~ opportunities for involvement in the Title I Program for Parents of limited English proficiency, Parents with disabilities, Parents with limited literacy, Parents who are economically disadvantaged, Parents of a minority background, or Parents of migratory children. Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner school as appropriate;

E.d. opportunities for Parent-teacher conferences, in addition to those regularly scheduled by the District, if requested by the Parents or as deemed necessary by District staff;

F.e. coordination and integration of parental involvement programs and activities with other community programs. These may include cooperation with ~~other~~ community programs such as Head Start, preschools, and other community services; and

G.f. educating teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of Parents, in the value and utility of parental contributions, how to reach out to, communicate with, and work with Parents as equal partners.

All Parents, including those with limited English proficiency, disabilities, or limited literacy and those who are economically disadvantaged, of a minority background, or migratory, will have opportunities to participate in Title I parent engagement activities.

Communication to Parents about student progress and other Title I matters will be provided in a language the Parent can understand, to the extent practicable. Responses to Parent concerns will be provided in a timely manner.

C. District Obligations

The District will:

1. operate programs, activities, and procedures for the involvement of Parents in all its schools with Title I, Part A programs. Those programs, activities, and procedures will be planned and operated with meaningful consultation with Parents of participating children;
2. work with its schools to ensure that school-level Parent and family engagement practices are implemented appropriately, and include, as a component, the School-Parent Compact;
3. incorporate this Policy into its LEA plan developed under section 1112 of the ESEA;
4. provide opportunities for the informed participation of all Parents and family members, by providing information and school reports as required by law in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language Parents understand; and
5. if the LEA plan developed under this Policy is not satisfactory to the Parents of participating children, submit Parent comments when it submits the plan to the Michigan Department of Education.

D. Implementation

1. The District will take the following actions to involve Parents in the joint development of this Policy:
 - [List additional actions]
2. The District will provide the following coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective Parent and family engagement activities to improve student academic achievement and school performance:
 - [List activities]
3. The District will take the following actions to conduct, with the involvement of Parents, an annual evaluation of the content and effectiveness of this Policy:
 - [List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role Parents will play]
4. To encourage strong Parent and family engagement, the District will:
 - a. hold an informational meeting at least annually to explain this Policy and the school's Title I programming. All Parents of participating students will be invited to this meeting. Invitations may take the form of notes sent with students, announcements in the school newsletter, and notice posted on the school's website;
 - b. provide assistance to Parents and children served by the District in understanding topics such as:
 - state academic standards;
 - state and local academic assessments including alternate assessments;
 - Title I, Part A requirements;
 - child progress monitoring; and
 - collaboration with educators.
 - c. provide materials and training to help Parents work with their children to improve academic achievement and use technology to foster Parent and family engagement by:
 - [List materials and training activities]
 - d. educate Employees on how to communicate and work with Parents as equal partners, implement Parent programs, and build ties between Parents and schools by:
 - [List activities]

e. to the extent feasible and appropriate, coordinate and integrate Parent and family engagement programs and activities with other relevant federal, state, and local programs, and conduct other activities, such as parent resource centers, that encourage and support Parents in participating in the education of their children, by:

- [List activities]

f. ensure that information related to the District and Parent programs, meetings, and other activities is sent to the Parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the Parents can understand by:

- [List actions]

Legal Authority: 20 USC 6318

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5406 Title I Funds

The District will use Title I funds (including Perkins V funds) to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The District will ensure that Title I funds will not be used to provide services that otherwise take the place of public education services that are to be provided to all students. A student's eligibility for Title I services may not disqualify the student from any service for which the student is otherwise eligible.

The District will maintain records of Title I-funded professional development. The Superintendent or designee will ensure that professional development is aligned with the needs of the District's Title I programs. Title I-funded professional development will not duplicate that which is funded from other sources and which, in the absence of Title I funds, would be provided to all staff.

Legal Authority: 20 USC 6301 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5411 *Student Promotion, Retention, and Placement*

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider Parent requests that a student be placed in a particular classroom, building, educational program, or grade.

A. Student Promotion and Retention

The building principal will attempt to consult with a student's Parent before deciding to retain a student, advance a student to the next grade mid-year, or allow a student to skip a grade level. If the Parent disagrees with the building principal's decision about promotion or retention, the Superintendent or designee will make the final decision.

B. Student Placement

The Superintendent or designee will determine a student's classroom and building placement based on District needs, available space, and educational expertise, consistent with state and federal law. The District's placement decision is final. Nothing in this section may be construed to limit or modify rights under state or federal laws applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

C. Intradistrict Choice

A student who is the victim of a violent criminal offense at school may transfer to another public school in the District, if available. A student who is attending a persistently dangerous school may transfer to another public school in the District, if available. The Superintendent or designee will notify Parents if their student is eligible to transfer under this Policy.

This Policy incorporates the definitions for "violent criminal offense" and "persistently dangerous school" contained in the Michigan State Board of Education's Statewide Safe School Choice Policy.

D. Nontraditional Programs

The District may operate nontraditional programs to meet the needs of all students. Nontraditional programs may include alternative education or virtual settings. The building principal or designee will attempt to consult with a student's Parent before finalizing a decision to move a student to a nontraditional program. If the Parent disagrees with the building principal's or designee's decision, the Superintendent or designee will make the final decision: consistent with applicable law. Nothing in this section may be construed to limit or modify rights under state or federal laws

applicable to students with disabilities, including the right to have placement decisions made by an IEP or Section 504 Team.

E. Reserved

Legal authority: 20 USC 7912; MCL 380.1278a, 380.1278b, ~~380.1280f~~ MCL 388.1621f

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5420 Sex Education

[Choose Option 1 or 2:]

[Option 1: Communicable Disease Instruction (mandatory for those districts not electing to provide sex education and reproductive health instruction).]

A. Communicable Disease Instruction

The Superintendent or designee will ensure that students are taught about dangerous communicable diseases. Instruction must include the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease restriction and prevention.

Instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence from sex is: (1) a responsible and effective method of preventing sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

B. Revision to Materials and Methods of Instruction

Before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

Legal authority: MCL 380.1169]

[Option 2: Sex Education and Reproductive Health (for districts electing to provide sex and reproductive health education in addition to mandated communicable disease instruction).]

A. Communicable Disease Instruction

The Superintendent or designee will ensure that students are taught about dangerous communicable diseases. Instruction must include the principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease restriction and prevention.

Instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence from sex is: (1) a responsible and effective method of preventing sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

B. Revision to Materials and Methods of Instruction

Before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

C. Sex Education Advisory Board

The Board will create a sex education advisory board to:

1. establish sex education program goals and objectives for student knowledge and skills that are likely to reduce the rates of sex, pregnancy, and sexually transmitted diseases;
2. review materials and methods of instruction used in the District's sex education program;
3. make recommendations to the Board for implementation of a sex education program; and
4. evaluate, measure, and report the attainment of program goals and objectives at least every 2 years.

The sex education advisory board must include the following members: Parents, students, educators, local clergy, and community health professionals. At least half of the members must be Parents who have a student in the District. A majority of those Parents must not be employed by a school district.

The sex education advisory board will have 2 co-chairs appointed by the Board. One co-chair must be a Parent of a student in the District.

The Board may, in its discretion, determine and modify terms of service for sex education advisory board members, the number of members, and the membership selection process.

Co-chairs or their designees will provide members of the sex education advisory board 2 weeks' electronic or written notice of meetings.

D. Sex Education Courses

The Board authorizes age-appropriate, medically-accurate instruction in sex education including, but not limited to, 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 District's sex education curriculum must comply with state law.

~~Instruction must include principal modes by which dangerous communicable diseases, including, but not limited to, human immunodeficiency virus infection and acquired immunodeficiency syndrome, are spread and the best methods for disease prevention.~~

Sex education instruction must be provided by qualified instructors as defined by state law. Instruction must stress that abstinence is (1) a responsible and effective method of preventing unplanned pregnancy, out-of-wedlock pregnancy, and sexually transmitted diseases, and (2) a positive lifestyle for unmarried young people.

Sex education is an elective course and is not required for graduation.

E. Reproductive Health Instruction

A reproductive health instruction program must be supervised by a licensed physician, a registered nurse, or other person certified by the State Board of Education as qualified.

No person may dispense or distribute a family planning drug or device on District property.

Clinical abortion is not considered a method of family planning, and abortion must not be taught as a method of reproductive health.

F. Revision to Materials and Methods of Instruction

Before revising sex education materials or methods of instruction, or before revising curriculum about dangerous communicable diseases, the Board will hold at least 2 public hearings occurring at least 1 week apart on the proposed revisions.

G. Parental Notice and Opt-Out

A student may not be enrolled in a class in which family planning or reproductive health is discussed unless the student's Parent is provided advance notice of the course content, is given a prior opportunity to review the course materials, and is provided advance notice of the right to excuse the student from the class. If a Parent excuses a student from the class in writing, the student will not be penalized or lose academic credit for not attending the class.

A Parent may file written notice that the student is excused from all sex education offered by the District. If the District receives written notice, the student may not be enrolled in a sex education class unless authorized by the Parent in writing.

Legal authority: MCL 380.1169, 380.1506, 380.1507, 380.1507a, 380.1507b]

Date adopted:

Date Revised:

Series 5000: Students, Curriculum, and Academic Matters

5400 Curriculum, Instruction, and Parent Involvement

5421 *Work-Based Learning Experience* [Optional] [Note: If the Board elects not to adopt this Policy, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number *and* in the Table of Contents to ensure accurate numbering of subsequent policies in the Policy Manual.]

The District permits students to participate in approved work-based learning (WBL) experiences. All WBL experiences must comply with applicable law, regulations, and guidance, particularly those applicable to the employment of minors, workplace safety, workers’ compensation, nondiscrimination, and unlawful harassment.

~~A WBL experience will be coordinated by the District through a training agreement with an employer. The employer must provide a training plan, acceptable to the District, which explains how the WBL experience relates to the student’s educational objectives. The WBL experience must be supervised by the employer and monitored by a certified teacher employed by the District or an individual working under a valid substitute permit, authorization, or approval issued by MDE. The training agreement and training plan must comply with MDE guidance and be in effect by the applicable pupil count day. A copy of the training agreement and training plan will be kept on file at the District and with the employer.~~

A WBL experience may be paid or unpaid.

The Superintendent will designate a WBL Coordinator ~~who~~. The WBL Coordinator or a CTE program teacher will determine whether a proposed WBL experience complies with applicable state and federal laws, regulations, and guidance and is consistent with the student’s educational objectives.

If the WBL Coordinator or CTE program teacher denies a student’s request for a WBL experience, the student may appeal the decision to the Superintendent or designee, whose decision is final.

If the WBL Coordinator or CTE program teacher determines during the course of the WBL experience that the experience or worksite no longer complies with the approved training plan, District Policy, or state or federal laws, regulations, or guidance, the WBL Coordinator or CTE program teacher will, in consultation with the Superintendent or designee, determine whether the WBL experience should continue.

Credit for a WBL experience will be consistent with Policy 5409 and the applicable student handbook.

Legal authority: *Work-Based Learning Manual*, Michigan Department of Education

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5600 Student Support Services

5603 Section 504

The District does not discriminate against any student with a disability, as that term is defined in Section 504 of the Rehabilitation Act (Section 504), in any District program or activity. Any claim of disability-based discrimination will be addressed pursuant to ~~Policy~~[Policies 3115-3115H and 5202](#).

Eligible students are entitled to a free appropriate public education through a Section 504 plan. Students with disabilities who are also eligible for services under Policy 5601 will receive a free appropriate public education through an IEP.

The District will follow federal law and applicable regulations and guidance in identifying, locating, evaluating, and educating students with disabilities under Section 504. The Superintendent or designee will develop and implement procedures for identifying and serving eligible students under Section 504 that are consistent with federal law.

For purposes of this Policy, a free appropriate public education means the provision of regular or special education and related services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and that are provided without cost (except for District fees imposed on students without disabilities and their Parents).

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5701 Abuse and Neglect

A. Child Abuse and Neglect

Mandated reporters must immediately report all instances of suspected child abuse or neglect pursuant to Michigan's Child Protection Law and Policy 4202. All other employees, volunteers, and contractors who are not mandated reporters are also expected to immediately report all instances of suspected child abuse or neglect.

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without Parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. The District will not impose conditions on the investigator or investigation beyond what is permitted by law.

Before a CPS investigator is given access to a student, the building principal or designee will verify the investigator's credentials.

The building principal or designee may be present for the student's interview, at the discretion of CPS. If CPS seeks to remove a student from school, the building principal or designee will: (1) provide CPS with the student's Parent phone number and address; and (2) request that the CPS official sign a statement certifying that the student is being removed because of safety-related concerns. If the CPS official refuses to or is unable to sign the requested certification, the building principal or designee will document the removal, including the name(s) of the CPS official(s) removing the student, the stated reason(s) given for the removal, the identity of the person(s) witnessing the removal, and the date and time of the removal.

The District may share student records with CPS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to CPS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

"Mandated reporter" means a physician, dentist, physician's assistant, registered dental hygienist, medical examiner, nurse, person licensed to provide emergency medical care, audiologist, psychologist, physical therapist, physical therapist assistant, occupational therapist, athletic trainer, marriage and family therapist, licensed professional counselor, social worker, licensed master's social worker, licensed bachelor's social worker, registered social service technician, social

service technician, a person employed in a professional capacity in any office of the friend of the court, school administrator, school counselor or teacher, law enforcement officer, member of the clergy, or regulated child care provider who has reasonable cause to suspect child abuse or child neglect.

B. Vulnerable Adults

All school employees must report suspected abuse, neglect, or exploitation of a vulnerable adult consistent with Michigan's Social Welfare Act.

The District will cooperate with an Adult Protective Services (APS) investigation to the extent required by law. The District may share student records with APS only as permitted by Policy 5309 and the Family Educational Rights and Privacy Act.

If the District makes a report to APS, the District will maintain a copy of the written report with the reporter's identity redacted. The reporter's identity will remain confidential unless disclosure is authorized by the reporter's consent or by court order.

Legal authority: 20 USC 1232g; MCL 722.621 et seq.; MCL 400.11a

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5707 School Wellness Policy

The District is committed to providing a school environment that enhances opportunities for learning and lifelong wellness.

A. Nutrition Promotion and Education Goals

All students will receive nutrition education annually that is aligned with the Michigan Health Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Health Education. Teaching healthy eating behaviors will be part of the curriculum.

The District promotes healthy food and beverage choices for students. The District will implement evidence-based healthy food promotion techniques through:

1. offering school meal programs; and
2. publicizing foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. The District will collaborate with public and private entities to promote student wellness.

The District will make water available to students throughout the school day.

B. Physical Activity Goals

The District will offer physical education programs that are designed to equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction will be aligned with the Michigan Physical Education Grade Level Content Expectations and the Michigan Merit Curriculum Guidelines for Physical Education.

Students will have the opportunity to participate regularly in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and an understanding of the benefits of a physically active and healthy lifestyle.

The District strives to provide physical activity breaks for all students, including recess for elementary students and before and after school activities, and encourages students to use active transport (e.g., walking, biking).

The District encourages Parents to support their students' participation in physical activity, to be physically active role models, and to include physical activities in family events.

C. Goals for Other School-Based Activities Designed to Promote Student Wellness

The District may partner with community members or groups to implement this Policy. The District will also:

1. participate in state and federal child nutrition programs as appropriate;
2. allow other health-related entities to use school facilities for activities such as health clinics, screenings, and wellness events consistent with Policy 3304;
3. use evidence-based strategies to develop, structure, and support student wellness; and
4. create environments conducive to healthy eating, physical activity, and conveying consistent health messages.

D. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

The District will ensure that students have access to foods and beverages that comply with applicable laws and guidelines including, but not limited to, the USDA Nutrition Standards for School Meals and the USDA Smart Snacks in School nutrition standards.

The District will offer students a variety of age-appropriate, healthy food and beverage selections including fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements to promote student health and reduce childhood obesity.

E. Standards for All Foods and Beverages Provided, But Not Sold, to Students During the School Day

The District may provide a list of healthy food and beverage alternatives to Parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The District discourages the use of unhealthy food and beverages as a reward or incentive for performance or behavior.

F. Food and Beverage Marketing

Marketing and advertising is allowed on school grounds or at school activities only for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards. Food and beverage fundraising and marketing that occurs at events outside of school hours need not comply with the USDA Smart Snacks in School nutrition standards.

In-school fundraising events must comply with Policy 5501 and MDE's Non-Compliant Food Fundraiser Guidance, which permits 2 fundraisers per week, per school building that do not comply with USDA Smart Snacks in School nutrition standards. In-school fundraising events may last up to 1 day and may not be held in the food service area during meal times.

Equipment that currently displays noncompliant marketing materials (e.g., scoreboard with soft drink logo) need not be immediately removed or replaced. As the District reviews and considers new contracts and as durable equipment, like scoreboards, is replaced or updated, any food or beverages marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards.

G. Wellness Committee

The District will form a Wellness Committee to establish goals for, oversee, and periodically review and update school health policies and programs. The Wellness Committee will also oversee this Policy's implementation.

The Wellness Committee will represent all school buildings and include, to the extent possible, Parents, students, food service representatives, physical and health education teachers, school and community health care professionals, and community members. The Board encourages community participation in the Wellness Committee. When possible, membership will also include Supplemental Nutrition Assistance Program education coordinators.

H. Implementation and Oversight

The Superintendent or designee is responsible for ensuring that each school building complies with this Policy.

The Board will review this Policy at least every 3 years to determine compliance, progress, and the extent to which this Policy compares to model school wellness policies. Parents, students, school employees, school health professionals, Board members, and community members may provide input to the District during the Wellness Policy review process.

A copy of this Policy will be maintained in the District's administrative offices and posted on the District's website. The Superintendent or designee will maintain all legally required documentation for implementation of this Policy.

The Superintendent or designee will annually provide notice about this Policy and any updates to the community.

I. School Meal Program

1. Meal Modifications

The District will accommodate reasonable meal modification requests for students with disabilities, as defined in Section 504 of the Rehabilitation Act, with no additional cost to the student. The modification request must be related to the disability or limitations caused by the disability.

4.2. Delinquent Meal Charge Debt and Bad Debt

The District is required to make reasonable efforts to collect unpaid meal charges of current students. The building principal or designee will contact households about unpaid meal charges and may establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the District may pursue any other methods to collect delinquent debt of current students as allowed by law. Collection efforts may continue into a new school year.

Unpaid meal charges of inactive students, such as graduated students and students no longer enrolled at the District, that are not collected by the end of the school year will be classified as bad debt. No later than December 31 of the following school year, non-federal funds will be used to reimburse the school meal program for the amount of bad debt.

2.3. Elimination of “Lunch Shaming”

The District will strive to eliminate any form of “lunch shaming.” “Lunch shaming” is the public identification or stigmatization of students who cannot pay for a school meal. In furtherance of this goal, the District prohibits the following:

- a. requiring a student who cannot pay for a school meal or who has unpaid meal charges to wear a wristband or handstamp;
- b. requiring a student to dispose of a meal after it has been served because the student cannot pay for the meal or has unpaid meal charges;
- c. communicating directly with a student about unpaid meal charges unless the District has attempted but has been unable to contact the student’s Parent by telephone, e-mail, or other written or oral communication;
- d. requiring a student to perform chores or other labor to pay a student meal debt; and
- e. discussing a student’s unpaid meal charges in the presence of other students.

3.4. Meal Charge Policy

The District’s policy on charged meals is: [Choose Option 1 or 2:]

[Option 1:] [If a student has no funds available to pay for a meal, the student will be provided a meal, and the student’s account will be charged.]

[Option 2:] [Insert District’s practice for charging meals]

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases.

The District will encourage Parents to complete financial eligibility forms as part of the student enrollment process to determine eligibility for free or reduced-price meals.

The Board directs the Superintendent to include this Policy in the student handbook and to distribute it to Parents.

Legal Authority: 7 CFR 210 et seq., 42 USC 1751 et seq.

Date adopted:

Date revised:

Series 5000: Students, Curriculum, and Academic Matters

5700 Student Health and Safety

5712 Concussion Awareness

A. Each coach, employee, volunteer, and other adult who works with ~~student athletes~~students in an athletic activity, including physical education classes, sponsored or operated by the District, must complete the concussion awareness training program required by the Michigan Public Health Code at least once every 3 years.

B. Before allowing a student ~~athlete~~ to participate in any athletic activity, including physical education classes, the District will annually:

A.1. provide the MHSAA- or state-approved educational materials on concussion awareness to each student ~~athlete~~ and to the ~~student athlete's~~student's Parent; and

B.2. obtain a statement signed by each student ~~athlete~~ and respective Parent acknowledging receipt of the MHSAA- or state-approved concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

C. A student ~~athlete~~ must be removed from any practice, game, or ~~game~~physical education class activity when the student ~~athlete~~ is reasonably suspected of sustaining a concussion during a practice or game. The student ~~athlete~~ will not be permitted to participate in any school athletic activities involving physical exertion, including practices ~~or games~~, games, or physical education class activities until the student has:

A.1. been evaluated by a licensed physician, physician's assistant, or nurse practitioner;

B.2. received written and signed clearance to resume participation in athletic activities from a licensed physician, physician's assistant, or nurse practitioner; and

C.3. submitted to the school the written and signed clearance to resume participation in athletic activities, accompanied by written permission from the student's Parent to resume participation.

District officials are not required to verify the qualifications of the physician, physician's assistant, or nurse practitioner who provides the clearance.

D. A student who has sustained a concussion may need accommodations, supports, and monitoring until the student is fully recovered. Nothing in this Policy automatically entitles a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act or the Individuals

with Disabilities Education Act. Staff should refer a student who has sustained a concussion for evaluation if they suspect the student may have a disability, consistent with Policies 5601 and 5603.

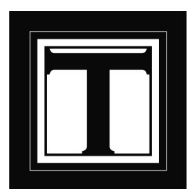
Legal authority: MCL 333.9155, 333.9156

Date adopted:

Date revised:

Thrun Policy Update Guide

***Guide for Adopting the
Annual Thrun Policy Update
June 11, 2025***

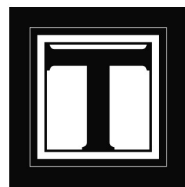


THRUN
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POLICY SERVICE

Thrun Policy Update Guide

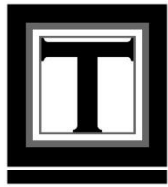
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THRUN
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POLICY SERVICE



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GORDON W. VANWIEREN, JR. (OF COUNSEL)
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June 11, 2025

Re: 2025 Annual Thrun Policy Update

Dear Thrun Policy Service Subscriber:

Thank you for subscribing to annual updates for the Thrun Policy Service. The 2025 Annual Thrun Policy Update ("Update") includes revisions to the Board Policy Manual, the Administrative Guidelines and Forms, the Student Handbook, and the Employee Handbook. The cost of the Update will be \$2,750 for retainer clients and \$4,250 for non-retainer clients, which will be included in the District's next monthly invoice.

Please review the enclosed Policy Update Summary and Instructions for Implementation before completing this policy update. For a more detailed explanation of the changes from this policy update, [click here to register for the Policy Update Review Meeting](#) on Wednesday, June 18 from 10:00am – 11:30am ET. There is no cost to register. This meeting will be recorded, and the video will be available on our website throughout the year for your reference.

If you have any questions about the Update, please contact Board Policy Administrator Lucas Savoie (Policy@ThrunLaw.com). As always, thank you for allowing us to be of service to your school.

Very truly yours,

THRUN LAW FIRM, P.C.

Policy Update Summary
Annual Thrun Policy Update – June 2025

Board Policy Manual	
Policy / Form	Revision(s)
2000 Series	
2504 Public Participation at Board Meetings	Clarified that First Amendment rights inure to individuals.
3000 Series	
3110 Data Breach Response	<ul style="list-style-type: none"> Added reference to instances in which the District is notified from a third-party who maintains a database that a data breach occurred as in MCL 445.72(2). Included language from subsection (8), which requires notice to each consumer reporting agency of the breach. This is only required if 1,000 residents or more are affected, and if the person/agency is not subject to 15 USC 6801 to 6809 (e.g., financial institutions).
3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation	Updated the language stating “sex (including pregnancy, gender identity, or sexual orientation)” to “sex, sexual orientation, gender identity or expression, pregnancy” to reflect changes to Title IX regulations and ensure consistency with state law.
3115A Definitions for 3115 Series	
3115-F-1 Discrimination, Harassment, and Retaliation Complaint Form	Updated address for the Office for Civil Rights.
3118 Title IX Sexual Harassment	<ul style="list-style-type: none"> Added language to clarify that allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Updated address for the Office for Civil Rights.
3118-F-1 Title IX Sexual Harassment Formal Complaint Form	Updated address for the Office for Civil Rights.
3121 Public School Academy Authorization	New optional policy addressing the authorization of public school academies. This policy should only be adopted if your District currently authorizes a public school academy or intends to authorize a public school academy within this academic year.
3201 Accounting	Updated legal citation.
3201A Financial Management for Federal Awards	Added sections to this optional policy to address capital asset accounting and the disposal of federally funded equipment.

Policy Update Summary
Annual Thrun Policy Update – June 2025

3211 Post-Issuance Tax Compliance	Added language to clarify that the District is not required to provide training for the Debt Compliance Officer, but may do so at the discretion of the Superintendent.
3212 Post-Issuance Disclosure Compliance	Clarified that this definition of “financial obligation” only applies to subsection C.2.b of this policy.
3301 Purchasing and Procurement	Removed language that prohibited Michigan-based business preferences when using federal funds.
3301A Purchasing and Procurement with Federal Funds	<ul style="list-style-type: none"> • Added language to clarify that the federal regulation is incorporated by reference. • Added small businesses and veteran-owned businesses to the list of businesses that the District will take affirmative steps to assure are included in bidding opportunities.
3307 Construction Administration	Updated legal citation.
3402 Drills, Plans, and Reports	Removed references to the deadlines to develop the Cardiac Emergency Response Plan and the Drinking Water Management Plan.
3407 Asbestos Management	Added section addressing asbestos abatement contractors.
3408 Firearms and Weapons	<ul style="list-style-type: none"> • Added a “notices” section to comply with new student safety legislation. By Oct 1, 2025, all public schools are required to provide parents and guardians with the Michigan Department of Health and Human Services’ notice regarding best practices for the safe storage of firearms. Additionally, by the same date, the district must publish the notice to its webpage. • Other student safety laws will go into effect during the fall of the 2026-2027 school year and additional updates will be required ahead of that time.
4000 Series	
4101 Non-Discrimination	Replaced reference to Michigan Paid Medical Leave Act with Earned Sick Time Act, and added legal authority for the latter.
4103 Whistleblowers Protection	Added reference to Policy 3115B (identifies Employment Compliance Officer(s)).
4105B Religious Workplace Accommodations for Employees and Applicants	Added optional language that would require the use of the interactive process form (See Form 4105B-F in the Administrative Guidelines and Forms). This optional language reflects recent caselaw on providing religious accommodations under the First Amendment.

Policy Update Summary
Annual Thrun Policy Update – June 2025

4106 Family and Medical Leave Act	Replaced reference to Michigan Paid Medical Leave Act with Earned Sick Time Act regarding substitution of paid leave.
4403 Performance Evaluation	Removed A.3.b. “teachers rated minimally effective or ineffective during the 2023-24 school year;” to reflect changes to evaluation ratings beginning the 2024-25 school year.
4407 Discipline	Added sections to address extracurricular positions, including athletic coaches.
4408 Termination	
4409 Non-Renewal	Adjusted probationary period language.
5000 Series	
5104 Age of Majority	Added language clarifying student rights.
5202 Unlawful Discrimination, Harassment, and Retaliation Against Students	Updated address for the Office for Civil Rights.
5401 Parent Involvement in Education	<ul style="list-style-type: none"> • Added reference to Parent and Family Engagement Policy. • Added requirement for this policy to be included in the Student Handbook.
5405 Title I Parent and Family Engagement	<ul style="list-style-type: none"> • Added note to indicate that if the Board adopts this policy, it must be reviewed annually, and parents must be given an opportunity to provide input. • Added sections to address parent and family engagement, district obligations, and implementation.
5406 Title I Funds	Added language to indicate that this policy includes Perkins V funding to comply with federal requirement.
5411 Student Promotion, Retention, and Placement	<ul style="list-style-type: none"> • Added “consistent with applicable law” for clarity. • Updated legal citation.
5420 Sex Education	Amended Option 2 to remove redundant information.
5421 Work-Based Learning Experience	Amended policy for consistency with MDE manual.
5603 Section 504	Added reference to policies that address Non-Discrimination, Anti-Harassment, and Non-Retaliation.
5701 Abuse and Neglect	Revised list of mandated reporters to comply with expanded statutory definition.
5707 School Wellness Policy	Added reference to Section 504 in Meal Modifications section.
5712 Concussion Awareness	Clarified what is considered an athletic activity to include physical education classes.

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Administrative Guidelines and Forms	
AG / Form	Revision(s) Made
3000 Series	
3118-F-12 Initial Procedures upon a Report of Title IX Sex Discrimination	Two new forms related to Policy 3118 Title IX Sexual Harassment to further assist clients in processing Title IX complaints.
3118-F-13 Sample Title IX Investigation Report	
4000 Series	
4104-F-1 Employment Complaint Procedure - Investigation Checklist	Updated the numbering of these two forms due to the removal of Form 4104-F during a recent policy update.
4104-F-2 Employment Complaint Procedure - Sample Outcome Letter to Complainant/Respondent	
5000 Series	
5405-F-1 School-Parent Compact	New form related to Policy 5405 Title I Parent and Family Engagement.
5409-F Graduation Requirements Checklist	<ul style="list-style-type: none">• Clarified that students must successfully complete a District approved math related course in final year of high school• Updated Social Studies to Social Science, and clarified that this must include as at least one semester of Civics (unless student is enlisted or inducted in military service)• Added field to insert requirements related to an online course or learning experience• Clarified that these graduation requirements may be modified through a valid personal curriculum as described in Policy 5409.
5416-F Homebound and Hospitalized Instruction Request Form	Clarified that a licensed physician assistant or nurse practitioner certification must bear the signature of an M.D. or D.O.
5602-F-3 Independent Educational Evaluation - IEE - Response - Deny Request	Added language to indicate that this letter constitutes the District’s prior written notice under 34 CFR 300.503.
5602-F-6 Credentials for Independent Evaluators	Removed requirement for occupational therapists to be registered with the American Occupational Therapy Association.

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5603-F-12 Section 504 Grievance Procedure	<ul style="list-style-type: none">• Added reference to policies that address Non-Discrimination, Anti-Harassment, and Non-Retaliation.• Updated address for the Office for Civil Rights.• Updated Step 3 to indicate that if the grievant wishes to appeal the decision reached in Step 2, they may submit a signed, written appeal to the Superintendent or designee within 5 days.
5603-F-13 Section 504 Complaint Form	Updated address for the Office for Civil Rights.
5603-F-16 Section 504 Impartial Hearing Procedures	New form related to Policy 5603, which addresses Section 504, to assist clients who receive Section 504 hearing requests.

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1) Accessing the Policy Updates

All Policy Update materials will be available for download through your account on ThrunLaw.com (see links below). We can allow up to two users per District to have access to download the policies through our website. Please contact Policy@ThrunLaw.com if you are unable to access these materials or if your points of contact should be updated.

Website Links:

- **Board Policy Manual:**
 - ThrunLaw.com/sd-policies
- **Administrative Guidelines and Forms:**
 - ThrunLaw.com/admin-guidelines-and-forms
- **Student and Employee Handbooks:**
 - ThrunLaw.com/handbooks

Through the links above, scroll to the “June 11, 2025 Policy Update”, which contains:

- **Updated Documents:** Available to download as Word Docs with the changes already applied, as well as an updated Table of Contents.
- **Marked Changes:** Shows which edits were made to the policies in tracked changes, provided as a single PDF containing all changes, as well as individual Word Docs. In the PDF, use the Bookmarks tab to quickly jump between the different policies.
- **Policy Update Guide:** Contains a cover letter from Thrun attorneys, the Policy Update Summary, and these instructions for implementation.

2) Customizing the Documents

16 policies affected by this update do not contain any fields of customization, and can therefore replace the previous version of that policy with no editing required other than updating the “Date Revised” at the bottom of each policy (Policies 3110, 3115, 3115A, 3201, 3211, 3301A, 3402, 4101, 4103, 4407, 5202, 5406, 5411, 5603, 5701, and 5712).

However, 20 of the updated policies contain customizable fields and cannot be adopted without first editing these fields as needed (see full list below).

Note: if a customizable field was unaffected by the update to that policy, you may simply re-select the option that was previously selected for that field, or select something new.

- **2504 Public Participation at Board Meetings**
 - **B.2:** Insert time limit for public comment. Our attorneys recommend between 3 and 5 minutes for the public comment time limit.
- **3118 Title IX Sexual Harassment**
 - **F.6.d:** The District may choose to include additional appeal grounds, but our attorneys recommend that you consult with legal counsel before doing so. If

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you do not adopt additional appeal grounds, delete the note and leave the word “Reserved” after letter d.

- **3118-F-1 Title IX Sexual Harassment Formal Complaint Form**
 - Insert the contact information for the Title IX Coordinator.
- **3121 Public School Academy Authorization**
 - **New Optional Policy:** This policy should only be adopted if your District currently authorizes a public school academy or intends to authorize a public school academy within this academic year. **If this policy is not adopted,** delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents.
 - In the first paragraph, insert basis for the District serving as an authorizer of a public school academy.
 - **C:** Insert guidelines for public school academies that are authorized by the District. Review list of example guidelines and modify list as needed. Delete note after review.
- **3201A Financial Management for Federal Awards**
 - **Optional Policy:** This is an optional policy that may be adopted as a supplement to Policy 3201. Policy 3201A details the Uniform Grant Guidance’s requirements for federal payments and cost allowability and mandates compliance with the Guidance and the terms and conditions of applicable grants. Policy 3201A may be beneficial to schools that have received requests from auditors for a more detailed policy related to cash management, though we believe Policy 3201 to be sufficient in meeting legal compliance. **If this policy is not adopted,** delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents.
 - **D.1:** Insert the title of the individual who may establish specific procedures for ensuring compliance with this Policy.
 - **D.3:** Insert the District’s capitalization threshold.
- **3212 Post-Issuance Disclosure Compliance**
 - The District may include the optional language in the third paragraph which would permit non-compliance with certain provisions of the policy if, after consultation with bond counsel, it is deemed an unreasonable burden.
- **3301 Purchasing and Procurement**
 - **B.2:** The District may include optional language which excludes complying with competitive bidding in an emergency.

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- **3307 Construction Administration**
 - **A.3:** Optional language that may be removed if not applicable (and not anticipated to be applicable) to the District. If the optional language is not adopted, insert the word “Reserved” after number 3.
- **3407 Asbestos Management**
 - **A.4:** Identify individual or company responsible for oversight of the District’s compliance with the asbestos management plan.
- **3408 Firearms and Weapons**
 - **A:** The District may include additional definitions under A.1 and A.5 to include relevant definitions based on options selected under section B.7. If the optional language in A.1 is not used, insert the word “Reserved” after number 1.
 - **B:** The District may select options under subsections B.4 – B.7. Questions related to the selection of options under this section should be discussed with legal counsel as necessary. Insert the word “Reserved” after each subsection that is not adopted. Delete note related to discussion with legal counsel after review.
- **4105B Religious Workplace Accommodations for Employees and Applicants**
 - The District may include an optional provision requiring the use of the Interactive Process Form 4105B-F.
- **4106 Family and Medical Leave Act**
 - **Adoption of this policy is required if the District has 50 or more employees** and optional if the District has less than 50 employees. **If this policy is not adopted**, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents.
 - **A.1.b:** Select one of four options regarding how the FMLA leave year will be calculated (rolling backward recommended).
 - **A.3.a:** The District may include an optional provision allowing for the Superintendent or designee to approve intermittent or reduced schedule leave in writing.
- **4403 Performance Evaluation**
 - **A.7:** The District must select between biennial or triennial year-end evaluations for the tenured teacher performance evaluation system.
- **4408 Termination**
 - **C:** The District may select an option that permits a non-teaching professional to be subject to a 4-year probationary period and may be non-renewed or terminated at will by the Board. Delete the unselected option.

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- **4409 Non-Renewal**
 - **A.2:** The District may select an option that permits a non-teaching professional to be non-renewed or terminated at any time by the Board. If the optional language is not adopted, insert the word “Reserved” after number 2.
 - **F:** The District may include optional language that would require providing the teacher with advance notice that the Board is considering nonrenewal, an opportunity to be heard, and written notice of a nonrenewal decision.
- **5104 Age of Majority**
 - **F, G:** The District must decide whether to adopt optional language pertaining to students 18 years old or older or who are legally emancipated. If the optional language is not adopted, insert the word “Reserved” after letters F and/or G.
- **5401 Parent Involvement in Education**
 - **A.6:** The District may include an optional provision requiring the Superintendent to develop and implement parental involvement contracts. If the optional language is not adopted, insert the word “Reserved” after number 6.
- **5405 Title I Parent and Family Engagement**
 - **Adoption of this policy is required if the District receives Title I Part A funding**, and optional if the District does not receive Title I Part A funding. **If this policy is not adopted**, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents.
 - **Note:** If the District adopts this policy, it must be reviewed annually, and parents must be given an opportunity to provide input. Delete highlighted note after review.
 - **D:** Insert the activities identified through Parent and family consultation.
- **5420 Sex Education**
 - There are 2 versions of this policy: select either **Option 1** (communicable disease instruction only) or **Option 2** (sex education, reproductive health, and communicable disease instruction). Delete the unselected option and any extra text before Section A that indicates this selection process.
- **5421 Work-Based Learning Experience**
 - **Optional Policy:** If this policy is not adopted, delete the body of the policy and replace the title with “Intentionally Left Blank” after the policy number and in the Table of Contents.
- **5707 School Wellness Policy**
 - **I.4:** Choose between Option 1 or Option 2 regarding the District’s practice for charging meals. Delete the unselected option.

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Be sure to remove all blue-highlighting, notes, and brackets during the customization process. You are not required to return the policies to Thrun after customizing them. Once the policies are customized, you are all set to bring them to the Board for approval.

3) Approving the Updates

Thrun policies do not require two Board readings before updating the policies, though the Board may do so at its discretion (see Policy 1301). The updated policies do not need to be individually approved; the Board may simply approve the “June 11, 2025 Thrun Policy Update” altogether in a single action.

You will then update the “Date revised” field at the bottom of each updated policy. This will be the date that the updated policies are approved by the board. This field should be cumulative, so that you will continue to add a new date to this field each time the policy is revised. For any newly adopted policies, you will add the “Date adopted”, which will be the date that the policy is approved by the board.

4) Uploading the Updated Materials

Districts must integrate the updated policies into their Policy Manual and update their online platform after the Board has approved the Update. The online platform used to display the policies to the public is completely up to the District. Log in to the platform that the District uses to host the policies online, and prepare the materials for upload in the format of your choosing.

In addition to replacing the outdated version of each policy and form that was affected by the update, be sure to update the Table of Contents for both the Board Policy Manual and the Administrative Guidelines and Forms.

For Districts that use BoardBook to host their board policies online, please contact Russel Roberts (Russell.Roberts@boardbook.org), Implementation Specialist with BoardBook, with any questions regarding the functionality of the platform.

Please reach out to Thrun’s Board Policy Administrator Luc Savoie (Policy@ThrunLaw.com) with any further questions about implementing the policy update.