



*Regular  
Board Meeting*

*Board Room*

*August 19, 2024*



**Fruitport Community Schools**  
**BOARD OF EDUCATION MEETING**  
**Board Room**  
3255 E. Pontaluna Rd, Fruitport 49415  
**Monday, August 19, 2024 - 7:00 p.m.**

- I. **CALL to ORDER**
- II. **PLEDGE of ALLEGIANCE**
- III. **ROLL CALL**
- IV. **APPROVAL OF AGENDA**
- V. **PRESENTATIONS**
- VI. **COMMUNICATIONS**
  - a. Letter from Office of Special Education – Complaint Withdrawn
  - b. Letter from Michigan School Business Officials
    - i. Chief Financial Officer Certification – Jessica Wiseman
- VII. **SUPERINTENDENT/ADMINISTRATIVE REPORTS**
  - a. Operating Millage Ballot Proposition – November 5, 2024
  - b. Middle School Drain Field Failure – Emergency Repair
  - c. Update on Summer Work Projects
  - d. Facilities Assessment and Master Plan Update: Capital Bond Planning
    - i. Scheduling of Special Work Session Meeting
- VIII. **REMARKS FROM THE PUBLIC\***
- IX. **CONSENT AGENDA**
  1. Approval of Bill Listing (attachment IX-1)

<u>Fund</u>	<u>Amount</u>
<b>General Fund:</b>	\$427,305.51
<b>Other Funds:</b>	
Early Childhood Center	\$107.34
Food Service	\$116,177.87
Cooperative Education (ISD) – Tech Millage	\$142,958.92
Capital Projects – Bond (2021)	\$53,750.40
<b>Total Bill List:</b>	<u><b>\$740,300.04</b></u>
  2. Acceptance of Monthly Financial Report (attachment IX-2)
  3. Acceptance of Student Activity Summary Report (attachment IX-3)
  4. Acceptance of Credit Card and Utilities Report (attachment IX-4)
  5. Approval of Transfers and ACH Transactions Report (attachment IX-5)
  6. Approval of Personnel Report (includes confirmation of new hires, resignations, retirees, and transfers) (attachment IX-6)
  7. Approval of Special Meeting Minutes from August 7, 2024 (attachment IX-7)
- X. **GENERAL BOARD BUSINESS**
  1. 2024-2025 Secondary Course Offerings / MCVA Course Catalog (attachment X-1)

**XI. BUSINESS & FINANCE COMMITTEE REPORTS & RECOMMENDATIONS**

**Elroy Buckner, Chairperson**

1. Report of Committee Meeting held August 13, 2024 (attachment XI-1)
2. Transportation Garage Lifts (attachment XI-2)
3. Purchase of Van with Wheelchair Lift (attachment XI-3)

**XII. PERSONNEL COMMITTEE REPORTS & RECOMMENDATIONS**

**Steve Kelly, Chairperson**

1. Report of Committee Meeting held August 12, 2024 (attachment XII-1)
2. Approval and Ratification of the Tentative Agreement with the Fruitport Clerical Association (appendix XII-2)
3. Approval and Ratification of the Tentative Agreement with the Fruitport Instructional Assistants Association (appendix XII-3)
4. Approval and Ratification of the Tentative Agreement with the Fruitport Maintenance Association (appendix XII-4)
5. Approval and Ratification of the Tentative Agreement with the Fruitport Transportation-Food Service Association (appendix XII-5)
6. Approval and Ratification of the Tentative Agreement with the Fruitport Administrator's Association (appendix XII-6)

**XIII. STUDENT AFFAIRS COMMITTEE REPORTS & RECOMMENDATIONS**

**Susan Franklin, Chairperson**

1. Report of Committee Meeting held August 12, 2024 (attachment XIII-1)
2. Discussion on Thrun Law Firm Summer 2024 Policy Updates (No action)

**XIV. BOARD MEMBER REPORTS AND DISCUSSIONS**

**XV. AGENDA ITEMS FOR FUTURE MEETINGS**

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

1. Business & Finance Committee Meeting: September 10, 2024 at 6:00 p.m.
2. Personnel Committee Meeting: September 9, 2024 at 5:00 p.m.
3. Student Affairs Committee Meeting: September 9, 2023 at 5:30 p.m.
4. Board of Education Meeting: September 16, 2023 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.



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

GRETCHEN WHITMER  
GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

July 15, 2024

Jason Kennedy  
Superintendent  
Fruitport Community Schools  
3255 Pontaluna Rd  
Fruitport, MI 49415-9600

Re: Special Education State Complaint 24-0158

Dear

You submitted a state complaint June 12, 2024, against Fruitport Community Schools (District). On July 15, 2024, the Office of Special Education (OSE) received confirmation that you willingly withdrew the state complaint. Therefore, the OSE has closed state complaint 24-0158 as of the date of this letter.

Pursuant to the State of Michigan Record Retention and Disposal Schedule, the file will be retained for seven years and then destroyed.

Please address any questions or concerns regarding this matter to Kris Chapman at chapmank12@michigan.gov or 517-241-7082. All correspondence should be clearly marked as pertaining to state complaint 24-0158.

Sincerely,

*Kris Chapman*

Kris Chapman, Case Manager  
Program Accountability  
Office of Special Education

STATE BOARD OF EDUCATION

PAMELA PUGH – PRESIDENT • ELLEN COGEN LIPTON / TIFFANY D. TILLEY – CO-VICE PRESIDENTS  
JUDITH PRITCHETT – SECRETARY • MARSHALL BULLOCK II – TREASURER  
MITCHELL ROBINSON – NASBE DELEGATE • TOM MCMILLIN • NIKKI SNYDER





June 30, 2024

Mr. Jason Kennedy  
Superintendent  
Fruitport Community Schools  
3255 Pontaluna Rd.  
Fruitport, MI 49415-9600

Dear Mr. Kennedy,

On behalf of Michigan School Business Officials, it is my pleasure to inform you that Jessica Wiseman has met the requirements for renewing the Chief Financial Officer certification under the MSBO voluntary certification program. This is a commitment of 150 hours of professional development established by the MSBO Board of Directors through our Professional Development Committee.

Ms. Wiseman's certificate will be valid from 07/01/24-06/30/29. During this 5-year period, she will need to maintain active MSBO membership and earn 150 professional development hours in order to maintain and renew her certification.

I hope that you will join us in celebrating Ms. Wiseman's accomplishment. You may wish to inform your district's Board of Education and/or the local media. It is an opportunity to highlight your staff's accomplishments and shed a positive light on your school district.

If you have any questions or want additional information, please call me.

Sincerely,

A handwritten signature in blue ink, appearing to be 'RD', with a long horizontal line extending to the right.

Robert Dwan  
Executive Director

RD/cbb

cc: Jessica Wiseman, CFO



**Fruitport Community Schools**  
**Board of Education Office**  
3255 E. Pontaluna Road  
Phone: (231) 865-4100  
Fax: (231) 865-3393  
www.fruitportschools.net

### **CERTIFICATION OF BALLOT PROPOSITION**

TO: County Election Coordinator and Election Clerk

In compliance with Public Act 116, Public Acts of Michigan, 1954, as amended (the "Act"), attached is a certified copy of the ballot proposition language approved by the Board of Education of Fruitport Community Schools to be placed before the voters at the election to be held on Tuesday, November 5, 2024.

Pursuant to the Act, a summary of the ballot proposition and an address where the full text of the proposal may be obtained must be included in the registration and election notices. The notice language is included in Exhibit B of the attached resolution. Please contact us if you would like the ballot proposition and summary language in an unprotected Word format.

**Kindly provide us with a proof copy of the ballot proposition language prior to printing the ballots.**

Dated: August 7, 2024

By: *Sharon Hankin*  
Secretary, Board of Education

**RECEIVED**  
AUG 12 2024  
JUSTIN F. ROEBUCK  
OTTAWA COUNTY CLERK/REGISTER

Fruitport Community Schools, Muskegon and Ottawa Counties, Michigan (the "District")

A special meeting of the board of education of the District (the "Board") was held in the Central Office Boardroom, within the boundaries of the District, on the 7th day of August, 2024, at 6:00 o'clock in the p.m. (the "Meeting").

The Meeting was called to order by Dave Hazekamp, President.

Present: Members Buckner, Cole, Franklin, Hazekamp, Kelly

Absent: Members Burgess, Meeuwenberg

The following preamble and resolution were offered by Member Cole and supported by Member Buckner:

**WHEREAS:**

1. Pursuant to the Michigan Election Law, the District's regular school election shall be held on the first Tuesday after the first Monday in November of even years.
2. It is necessary to conduct the District's regular election on Tuesday, November 5, 2024, to fill one or more Board positions.
3. On or before 4:00 p.m. on Tuesday, August 13, 2024, the Board shall certify any ballot proposition to be submitted to the voters at such election to the election coordinator or coordinators designated to conduct elections within the District (the "Election Coordinator").

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. The regular school election of the school electors of the District be called and held on Tuesday, November 5, 2024.
2. The proposition to be voted on at the regular school election shall be stated on the ballots in substantially the form as set forth in Exhibit A.
3. The Election Coordinator is requested to:
  - a. Utilize MLIVE Media Group/ The Muskegon Chronicle, a newspaper published or of general circulation within the District, for publication of notices in accordance with the election law requirements.
  - b. Utilize ballot proposition summary information, as prepared by legal counsel, in the forms of the notices of last day of registration and election in substantially the form as set forth in Exhibit B attached hereto.
  - c. Provide a proof copy of the ballot to the District and its legal counsel in sufficient time to allow the ballot to be proofread prior to printing.
4. The Secretary of this Board is hereby authorized and directed to file a copy of this resolution with the Election Coordinator and with any Election Clerk or clerks designated to conduct elections within the District by 4:00 p.m., on Tuesday, August 13, 2024.

5. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution are hereby rescinded.

Ayes: Members *Buckner, Cole, Franklin, Hazekamp, Kelly*

Nays: Members *None*

Resolution declared adopted.

  
Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Fruitport Community Schools, Muskegon and Ottawa Counties, Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at the Meeting, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the Meeting was given to the public pursuant to the provisions of the Open Meetings Act (Act 267, Public Acts of Michigan, 1976, as amended).

  
Secretary, Board of Education

IFK/keh

## EXHIBIT A

### FRUITPORT COMMUNITY SCHOOLS OPERATING MILLAGE PROPOSAL

This proposal will allow the school district to continue to levy the statutory rate of not to exceed 18 mills on all property, except principal residence and other property exempted by law, required for the school district to receive its full revenue per pupil foundation allowance and restores millage lost as a result of the reduction required by the Michigan Constitution of 1963.

Shall the currently authorized millage rate limitation on the amount of taxes which may be assessed against all property, except principal residence and other property exempted by law, in Fruitport Community Schools, Muskegon and Ottawa Counties, Michigan, be renewed by 17.9302 mills (\$17.9302 on each \$1,000 of taxable valuation) for a period of 4 years, 2025 to 2028, inclusive, and also be increased by .5000 mill (\$0.5000 on each \$1,000 of taxable valuation) for a period of 4 years, 2025 to 2028, inclusive, to provide funds for operating purposes; the estimate of the revenue the school district will collect if the millage is approved and 18 mills are levied in 2025 is approximately \$3,502,941.68 (this millage is to renew millage that will expire with the 2024 levy and to restore millage lost as a result of the reduction required by the "Headlee" amendment to the Michigan Constitution of 1963 and will be levied only to the extent necessary to restore that reduction)?

**EXHIBIT B**

**SUMMARY OF BALLOT PROPOSITION TO BE INSERTED IN THE  
NOTICES OF LAST DAY OF REGISTRATION AND ELECTION:**

**FRUITPORT COMMUNITY SCHOOLS  
OPERATING MILLAGE PROPOSAL  
EXEMPTING PRINCIPAL RESIDENCE  
AND OTHER PROPERTY EXEMPTED BY LAW  
17.9302 MILLS FOR 4 YEARS AND  
.5000 MILL FOR 4 YEARS FOR  
HEADLEE RESTORATION PURPOSES, IF NECESSARY**

Full text of the ballot proposition may be obtained at the administrative offices of Fruitport Community Schools, 3255 East Pontaluna Road, Fruitport, Michigan 49415-9600, telephone: (231) 865-4100.



U.S. MAIL ADDRESS  
P.O. Box 2575, EAST LANSING, MI 48826-2575  
PHONE: (517) 484-8000 FAX: (517) 484-0041

ALL OTHER SHIPPING  
2900 WEST ROAD, SUITE 400  
EAST LANSING, MI 48823-6386

JEFFREY J. SOLES  
ROY H. HENLEY  
MICHAEL D. GRESENS  
CHRISTOPHER J. IAMARINO  
RAYMOND M. DAVIS  
MICHELE R. EADDY

KIRK C. HERALD  
ROBERT A. DIETZEL  
KATHERINE WOLF BROADDUS  
DANIEL R. MARTIN  
JENNIFER K. STARLIN  
TIMOTHY T. GARDNER, JR.

IAN F. KOFFLER  
FREDRIC G. HEIDEMANN  
RYAN J. NICHOLSON  
CRISTINA T. PATZELT  
PHILIP G. CLARK  
PIOTR M. MATUSIAK

JESSICA E. MCNAMARA  
RYAN J. MURRAY  
ERIN H. WALZ  
MACKENZIE D. FLYNN  
KATHRYN R. CHURCH  
MARYJO D. BANASIK

CATHLEEN M. DOOLEY  
AUSTIN M. DELANO  
KELLY S. BOWMAN

GORDON W. VANWIEREN, JR. (OF COUNSEL)  
LISA L. SWEM (OF COUNSEL)

IAN F. KOFFLER  
(517) 374-8865  
ikoffler@thrunlaw.com

August 12, 2024

*Via Email Only*

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

Re: Proposed Bond Election on Tuesday, May 6, 2025

Dear Mr. Kennedy:

This letter is to confirm the scheduling of a preliminary bond qualification conference to be held via Teams (invitation sent separately) on Thursday, December 12, 2024, beginning at 10:00 a.m. By copy of this letter, I am also confirming these arrangements with a representative of the Department of Treasury; Matt Slagle of Tower Pinkster Titus Associates, Inc., the project architects; Josh Szymanski of Owen-Ames-Kimball Co., the district's construction management firm; and Nathaniel Watson of PFM Financial Advisors LLC, the district's financial consultant. We recommend you consider having a school board member participate in the preliminary qualification meeting.

**It is essential that an updated 5-year enrollment projection, prepared by an approved provider, be provided to the architect for filing with the draft preliminary qualification documents as noted below.**

The Department of Treasury requires that a draft of the Preliminary Qualification Application and related documents be in its possession not less than 3 business days before the preliminary qualification meeting (by Friday, December 6, 2024), together with the 5-year enrollment projection. Please send these documents to me and I will file them with Treasury. The ballot will not be a part of the Application at that time.

Preliminary Qualification Application forms are available at the Department of Treasury website ([http://www.michigan.gov/treasury/0,4679,7-121-1753\\_56435\\_56443---,00.html](http://www.michigan.gov/treasury/0,4679,7-121-1753_56435_56443---,00.html)) for use by the architect and construction manager.

A calendar of relevant dates is included for your reference.



Mr. Jason Kennedy  
August 12, 2024  
Page 2

If you have any questions, please do not hesitate to contact me.

Very truly yours,

THRUN LAW FIRM, P.C.

By   
Ian F. Koffler

IFK/keh

Attachment

cc: Mark Mesbergen, Director of Business Services  
Carol Densmore, Department of Treasury  
Keegan Platte, Department of Treasury  
Nathaniel Watson, PFM Financial Advisors LLC  
Matt Slagle, Tower Pinkster Titus Associates, Inc.  
Josh Szymanski, Owen-Ames-Kimball Co.



**FRUITPORT COMMUNITY SCHOOLS  
MUSKEGON AND OTTAWA COUNTIES, MICHIGAN**

**CALENDAR FOR BOND ELECTION ON  
MAY 6, 2025**

1. **Friday, December 6, 2024** - Deadline for receipt by Thrun Law Firm, P.C. of draft Preliminary Qualification Application documents for subsequent filing with the Michigan Department of Treasury.
2. **Thursday, December 12, 2024 at 10:00 a.m.** - Teams meeting (invitation sent separately) with the Michigan Department of Treasury; Matt Slagle of Tower Pinkster Titus Associates, Inc., the project architects; Josh Szymanski of Owen-Ames-Kimball Co., the district's construction management firm; Nathaniel Watson of PFM Financial Advisors LLC, the financial consultant; and Thrun Law Firm, P.C. to finalize the Preliminary Qualification Application.
3. **Monday, December 16, 2024** - Board of Education special meeting to approve the Preliminary Qualification Application. Board Secretary signs Preliminary Qualification Application after Board approval.
4. **Day following Board meeting** – Scan and email to Thrun Law Firm the signed page 1 of the Preliminary Qualification Application for use in filing the Application with the Michigan Department of Treasury.
5. Thrun Law Firm, P.C. will request preliminary qualification approval not later than **Friday, January 17, 2025**.
6. **Monday, January 20, 2025** - Board of Education regular meeting to adopt the resolution calling the election.
7. **On or before 4:00 p.m. on Tuesday, February 11, 2025** - Forward the resolution, including the ballot language, to the Election Coordinator. **Failure to timely file a certified copy of the resolution, including the ballot language, may jeopardize the School District's ability to place the question on the ballot.**
8. **On or before Saturday, March 22, 2025** - Absent voter ballots must be available to be sent to voters serving in the military or living overseas. Absent voter ballots must be available by **Thursday, March 27, 2025** to be sent to members of the general public.
9. **On or before Monday, April 7, 2025** - Registration notice must be published by the Election Coordinator once in a newspaper of general circulation in the School District.
10. **Monday, April 21, 2025** - Last day for voters to register by mail. Voters may register **in person** through **Tuesday, May 6, 2025** (election day) with the required documentation.
11. **On or before Tuesday, April 29, 2025** - Election notice must be published by the Election Coordinator once in a newspaper of general circulation in the School District.
12. Election clerk offices must be open for at least 8 hours on the last Saturday (**May 3, 2025**) and/or Sunday (**May 4, 2025**) before the election to issue and receive absent voter ballots. The election clerk must post notice of those date(s) and time(s) at least 30 days before the election.
13. **Tuesday, May 6, 2025** - The polls of election will open at 7:00 a.m. and close at 8:00 p.m.

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachments # IX-1 through IX-7

From: Jason Kennedy

**Subject to be Discussed and Policy Reference:**

- Bill Listing
- Monthly Financial Report
- Student Activity Summary Report
- Credit Card and Utilities Report
- Transfers and ACH Transactions
- Personnel Report
- Approval of Special Meeting Minutes from August 7, 2024

**Background Information:**

See attached

**Financial Impact:**

See attached

**Recommended Action:**

To approve the Consent Agenda, as presented.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin      \_\_\_ Hazekamp  
         \_\_\_ Kelly      \_\_\_ Meeuwenberg



**FRUITPORT COMMUNITY SCHOOLS  
BILL LIST  
Month of July 2024**

<u>FUND</u>	<u>AMOUNT</u>		
GENERAL FUND	\$427,305.51		
EARLY CHILDHOOD CENTER	\$107.34		
FOOD SERVICE	\$116,177.87		
COOPERATIVE EDUC (ISD) - TECH MILLAGE	\$142,958.92		
CAPITAL PROJECTS (BOND)2021	\$53,750.40		
<b>GRAND TOTAL</b>	<b><u>\$740,300.04</u></b>	\$ 740,300.04	\$ -

Fruitport Community Schools Monthly Financial Report 07/31/2024

		GENERAL FUND	SCHOOL SERVICE FUNDS			CAPITAL PROJECTS			Totals		
			Food Service	Tech/Security	ECC	Bldg & Site	Capital Projects 2021	2010	2017	2021	
<b>Beginning Fund Balance:</b>		7,240,196	549,740	700,989	671,868	1,287,299	2,903,964	261,261	884,087	226,259	
<b>Revenues:</b>											
Budgeted revenues:		38,394,063	2,012,821	656,000	941,280	-	-	-	-	-	
Actual revenues:											
	Jul.	53,499	-	-	63,611	5,639	12,604	6,546	22,017	4,750	168,666
Total Actual Revenues		53,499	-	-	63,611	5,639	12,604	6,546	22,017	4,750	168,666
Pro Rated budget Variance to date: Rev		3,146,005.88	167,735.08	54,666.67	14,829.38						
<b>Expenses:</b>											
Budgeted expenditures:		(38,902,568)	(2,037,276)	(566,840)	(1,097,358)	-	-	-	-	-	
Actual expenditures:^											
	Jul.	(621,586)	(8,369)	(90,801)	(16,705)		(50,975)			(500)	(788,936)
Total Actual Expenses		(621,586)	(8,369)	(90,801)	(16,705)	-	(50,975)	-	-	(500)	(788,936)
Pro Rated budget Variance to date: Exp		(2,620,294.30)	(161,404.33)	43,564.07	(74,741.68)						
<b>Ending Balance to date:</b>		6,672,109	541,371	610,188	718,774	1,292,938	2,865,592	267,807	906,104		
<b>Projected Ending Balance:</b>		6,731,691	525,285	790,149	515,790						
<b>Revenues over(under) Expenses to date:</b>											(620,270)
^Fifth Third Bank auto deductions have been included in actual expenditure totals											

Fruitport Community Schools  
 Student Activity Summary Report  
 Month ending July 31, 2024

<b>Student Activity Sub Totals</b>	<b>BEGINNING BALANCE</b>	<b>NET CHANGE</b>	<b>ENDING BALANCE</b>
District Wide Student Activity Accounts	80,620.88	(2,106.41)	78,514.47
Beach Elementary Student Activity Accounts	4,645.75	4,906.23	9,551.98
Edgewood Elementary Student Activity Accounts	55,291.10	26,418.27	81,709.37
High School Class of Student Activity Accounts	7,966.47	-	7,966.47
High School Athletic Student Activity Accounts	69,135.66	37,174.11	106,309.77
High School Student Activity Accounts	208,015.44	40,035.84	248,051.28
Middle School Student Activity Accounts	37,283.66	8,992.43	46,276.09
Shettler Elementary Student Activity Accounts	35,067.06	(1,767.20)	33,299.86
Alt. High School Student Activity Accounts	600.44	-	600.44
Millionaire Party Accounts	17,041.81	60.18	17,101.99
<b>Total Student Activity Fund</b>	<b>\$ 515,668.27</b>	<b>\$ 113,713.45</b>	<b>\$ 629,381.72</b>

Credit Card and Utilities Detail  
For the month ending July 31, 2024

	July	August	September	October	November	December	January	February	March	April	May	June	Total
Utilities:													
<b>Consumers</b>	\$ 1,150.94												\$ 1,150.94
<b>Frontier</b>	\$ 50.26												\$ 50.26
<b>MISEC</b>	\$ 28,497.64												\$ 28,497.64
<b>Total Utilities</b>	\$ 29,698.84	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,698.84
Credit Cards:													
<b>General Fund</b>													\$ -
<b>Early Childhood</b>													\$ -
<b>Food Service</b>													\$ -
<b>Tech/Security Millage</b>													\$ -
<b>Student Activities</b>													\$ -
<b>Total Credit Card Charges</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\*\*\*Credit cards are always a month behind

Payment Date	Debit Account Desc	July 2024 Transfers Credit Account Desc	Amount
7/2/2024	Checking - General Fnd Inv - USD	Checking - HRA - USD ***HRA account low	\$ 10,000.00
7/2/2024	Checking - General Fnd Inv - USD	Checking - Payroll - USD ***Payroll & ORS Transfer	\$ 851,317.39
7/18/2024	Checking - General Fnd Inv - USD	Checking - General Account - USD ***General checking account low	\$ 500,000.00
7/18/2024	Checking - General Fnd Inv - USD	Checking - Payroll - USD ***Payroll, ORS, & 147c Transfer	\$ 1,137,722.68
		Total Transfers in July	<u>\$ 2,499,040.07</u>

## **Personnel Report – August 19, 2024**

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

Jaidah Bombardier – Instructional Assistant (Middle School)  
Kari Campbell – Clerical (High School)  
Miranda Chakline – Edgewood SLP  
Gregory Chye – Science Teacher (High School)  
Breanna Fialek – Speech Language Pathologist  
Valerie Guttowsky – Transportation  
Sharon Hinken - Transportation  
Monica Ingersoll – ECSE SLP  
Hannah Judd – Instructional Assistant (Beach)  
Shakari Minor – Noon Supervisor (Middle School)  
Kelli Moran – Elementary Teacher (Shettler)  
Mallory Rubley – Occupational Therapist  
Alisa Swenson – Elementary Teacher (Shettler)  
Christopher Valasin – Science Teacher (Middle School)

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

Christina Martin – Elementary Teacher (Shettler)  
Emily Sommers – Science Teacher (Middle School)

The following positions are currently posted:

Behavior Services Coordinator  
Bus Aide  
Bus Driver  
Central Office Administrative Assistant  
Instructional Assistant – High School  
Long Term Substitute – 4<sup>th</sup> Grade  
Long Term Substitute – Speech Language Pathologist  
Special Education Sign Language Interpreter  
Year Round Child Care Assistant



# Jaidah Bombardier

Ravenna, MI 49451

[jaidahbombardiersnuu\\_gbm@indeedemail.com](mailto:jaidahbombardiersnuu_gbm@indeedemail.com)

+1 231 672 5822

## Work Experience

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### **Kids Hope Mentor**

Kids Hope USA-Ravenna, MI

April 2024 to Present

- Worked with a child one on one for an hour a week
- Planned and executed impactful activities

### **Child Care Provider**

Mr. and Mrs. Dillon Raymond-Ravenna, MI

September 2019 to Present

- Utilized problem solving skills during periods of difficult behavior.
- Responsible for making and serving meals to children
- Delegated daily chore list

### **Barista/Cashier**

BIGGBY COFFEE-Coopersville, MI

August 2023 to February 2024

- Cashing out customers
- Engaging in small talk with customers
- Customer service
- Keeping a work environment clean
- Unloading the Sysco and dairy orders
- Making drinks

### **Blueberry Picker**

Blueberry Trails-Conklin, MI

June 2023 to August 2023

- Accurately completes cash transactions
- Assists with product inventory
- Manages plant care
- Maintains a clean and organized business area

## Education

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Ravenna High School - Ravenna, MI, US

August 2019 to Present

## Skills

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- Attention to detail
- Strong communication and people skills
- Enthusiastic team member
- Dependable and punctual
- Fundraising
- Childcare
- Communication skills
- Animal care
- Pet care
- Animal handling
- Special education
- Experience working with students
- Working with people with autism
- Behavior management
- Early childhood education
- Classroom management

# Memo

To: FCS Board of Education  
From: Allison Camp, Curriculum Director  
Date: July 18, 2024  
Re: Recommendation for Hire

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Lauren Chesney, Tricia Winkas, and Tanya Fehler interviewed 6 candidates for the open clerical position at Fruitport High School. After the interviews and doing reference checks, the team selected Kari Campbell as the top candidate for the position.

Currently, Kari works as a Public Health Technician performing hearing and vision screening for the county. She previously worked for Fruitport as an Instructional Assistant from 2018 - 2022. I am excited to recommend that she join the FCS Team!

# Kari Campbell

3244 Sunset Drive Muskegon, MI 49444

Phone: 231-206-0494 Email: kari.campbell@comcast.net

## Summary

I am an energetic, hard-working individual committed to approaching administrative tasks with attention to detail and dependability. Bringing excellent organization, communication and relationship-building skills. My previous experience has taught me to be articulate and friendly with a professional demeanor, both over the phone and in person.

## Experience

### Public Health Technician.

2022-2024

- Perform hearing and vision screens.
- Convey information to families, schools and the state.
- Accurately record data
- Schedule appointments
- Manage office equipment.

### Instructional Assistant.

2018- 2022

- Assess student performance
- Perform clerical duties
- Operate office equipment
- Provide assistance in general and special education

### Crossing Guard .

2008- Current

- Build strong relationships with the children to ensure they heed my instructions
- Direct and control traffic to provide a safe environment for everyone
- Strong attention to the area surrounding the crossing
- Supervise the children crossing the street

### Blood Collections Technician

2001 to 2002

- Conduct donor health history interviews to determine eligibility of patients
- Perform phlebotomy, paying close attention to each step in the process
- Communicate with and continually monitor each patient during donation to maintain a safe, productive and calm experience for all
- Work independently, prioritizing tasks for efficiency

- Professional etiquette in person, on the phone and through electronic communication
- Excellent communication skills
- Outgoing, courteous and friendly
- Detail-oriented
- Excellent planning and follow-through skills
- Dependable
- Fast learner

# Memo

To: FCS Board of Education  
From: Allison Camp, Curriculum Director  
Date: July 31, 2024  
Re: Recommendation for Hire

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Lauren Chesney, Rob Rogers, Greg Kobylak and I interviewed 2 candidates for the open science teaching position at Fruitport High School. One of the candidates, Greg Chye worked in a Graduation Advocate/Interventionist role at the high school last semester and was highly regarded for his work.

Greg graduated from Michigan Technological University with a Bachelor of Science in Chemical Engineering and returned there to earn his teaching certification. He comes to us with over 15 years of teaching experience. I am excited to recommend that he join the FCS Team!

# Gregory A. Chye

4483B Beacon Grove Circle  
Fairfax, VA 22033  
(231) 233-4778 (cell phone)  
gachye@gmail.com

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## EDUCATION

### Michigan Technological University, Houghton, MI

- Professional Teaching Certificate: Physical Science (DX) Major And Mathematics Minor (EX), Certificate # PF0000000864222
  - Mathematics and Technology Education in VA, License #: PROV-0656160
  - Bachelor of Science in Chemical Engineering 2002
- 

## TEACHING EXPERIENCE

### Technology/AVID Teacher

(2021-Current)

*Fairfax County Public Schools (Falls Church, VA)*

- Instructed and influenced students in the areas of STEM design, STEM engineering and college readiness

### Science/Mathematics Teacher

(2013-2021)

*Pentwater Public School (Pentwater, MI)*

- Instructed and influenced students in the areas of calculus, physics, algebra, computer coding, and 7<sup>th</sup> grade math and science

### Teacher Leader for 2016 Cyber Discover Camp

(Summer 2016)

*Eastern Michigan University (Ypsilanti, MI)*

- Facilitated the a week-long experience into mathematics, engineering, science, and the humanities (MESH)

### Instructor/Mason-Lake Oceana Mathematics and Science Center

(Summer 2015)

*Pentwater Public School (Pentwater, MI)*

- Instructed middle school students in exploring the engineering design process by constructing various engineering feats.

### Mathematics/STEM Teacher at an Alternative School

(Spring and Fall 2012)

*Oceana High School (Rothbury, MI)*

- Instructed and influenced students in the areas of algebra, geometry, algebra II, essentials of algebra, business math, and STEM.

### 6<sup>th</sup> grade Science/Mathematics Teacher

(Spring 2011)

*Reeths-Puffer Intermediate School (North Muskegon, MI)*

- Instructed and influenced students in the areas of 6<sup>th</sup> grade science and mathematics for 44 days as a long-term substitute teacher.

### Science/Mathematics Teacher

(2007-2010)

*Hesperia High School (Hesperia, MI)*

- Instructed and influenced students in the areas of geometry, algebra, chemistry, physics, biology, and 8<sup>th</sup> grade science.

**Science/Mathematics Teacher** (2005-2007)

*Ladysmith High School (Ladysmith, WI)*

- Instructed and influenced students in the areas of introductory chemistry, advanced chemistry, geometry, consumer's math, pre-algebra, and as the academic advisor.

**Instructor/Coordinator for Michigan Tech's Summer Youth Program** (2006)

*Michigan Technological University (Houghton, MI)*

- Instructed high school students in what it is to be a chemical engineer
- Coordinated the Summer Youth Program for the Department of Chemical Engineering at Michigan Tech

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**OTHER WORK EXPERIENCE**

**Data Entry Technician** (Summer 2016, 2017)

*LG Chem Michigan Inc. (Holland, MI)*

- Lead the overhaul of the operator training program in the Electrode Department

**Production Supervisor** (Summer 1999, 2001, 2003)

*Peterson Farms Inc. (Shelby, MI)*

- Supervised production lines for preprocessing of tart cherries, sweet cherries, blue berries, asparagus, peaches, apples, asparagus puree and cherry puree.
- Performed trouble-shooting to production lines, start-up/shut-down of production lines, and people management.
- Worked with quantity and quality control

**Contract Worker** (Summer 2013)

*USS Silversides Submarine Museum (Muskegon, MI)*

- Coordinated the redevelopment of the Submersible Remote Operated Vehicles at the USS Silversides Submarine Museum.

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**ACTIVITIES**

- Westfield STEM Club Advisor 2023
- FAA Part 107 Certified Drone Pilot Summer 2019
- JV Girls Basketball Coach at Pentwater 2015-2021
- Add+Vantage Math Recovery Fractions 2018-2019
- Middle School Science Instructional Modeling Summer 2018
- AP Computer Science Principles Summer 2018
- 3D printing (MatterControl with a Rostock Max v2) 2016-2019
- Physics Instructional Modeling Summer 2015
- 7<sup>th</sup>/8<sup>th</sup> grade Boys and Girls Basketball Coach at Pentwater 2013-2015
- STEM Teacher/Coach for Oceana High School Fall 2012  
STEM of Cell Phones and Wireless Communication (Square One Education Network)  
Introduction to Underwater ROV Workshop (Square One Education Network)  
Intermediate Underwater ROV Workshop (Square One Education Network)
- E-MATHS Participant 2012-2013
- 7<sup>th</sup>/8<sup>th</sup> grade Boys Basketball Coach at Hesperia 2008-2012
- Ladysmith High School Chess Club Advisor 2005-2007
- Michigan First Lego League Co-coach at Hancock Middle School 2004
- Assistant Coach of Hesperia Boys' Varsity Basketball Team 2002-2004
- MTU's The Troupe (comedic improvisation ensemble) 2000-2002 & 2004-2005



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## REFERENCES

**Xiara M. Davis**

Assistant Principal, HS Region 5  
4700 Stonecroft Blvd.  
Chantilly VA 20151  
703-488-6360 office  
703-485-5370 (personal)  
xmdavis@fcps.edu

**Scott Karaptian, Ph.D.**

Superintendent/Principal  
Pentwater Public Schools  
600 E. Park Street  
Pentwater, MI 49449  
231-869-4100 ext. 213  
269-377-4113 (personal)  
skaraptian@pentwater.k12.mi.us

**Mary Marshall**

Professional Practice Improvement Specialist  
DoDEA Europe (U.K.)  
4800 Mark Center Drive  
Alexandria, VA 22350  
734-780-6834 (personal)  
pentwatermary@gmail.com (personal)

**Laura Waterman**

Assistant Principal, HS Region 5  
4700 Stonecroft Blvd.  
Chantilly VA 20151  
703-488-6549 office  
703-862-0473 (personal)  
lkwaterman@fcps.edu

**Lisa Wagner**

Vice Principal  
Pentwater Public School  
600 E. Park Street  
Pentwater, MI 49449  
231-869-4100 ext. 247  
231-672-5705 (personal)  
lwagner@pentwater.k12.mi.us

**Erika Fatura**

Science Teacher  
Pentwater Public School  
600 E. Park Street  
Pentwater, MI 49449  
231-869-4100 ext. 243  
231-852-0183 (personal)  
efatura@pentwater.k12.mi.us



# Fruitport Community Schools

## Memo

To: FCS Board of Education

From: Katie Houseman

Date: 8/16/2024

CC: Danielle VanderMeulen, Katie Shawl, Jenny Ferels, Mark Mesbergen, Jason Kennedy

Subject: Recommendation for Edgewood/Beach Speech and Language Pathologist

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It is with pleasure that I recommend the hiring of Breanna Fialek for the position of Speech and Language Pathologist at Edgewood and Beach Elementary. Breanna has extensive experience with augmentative communication, visual supports, and Response to Intervention. She has worked three years at Oakridge Public Schools. The interview team consisted of Katie Houseman-Parker. Her salary will be Step 4 MA+30 at \$65,056

She will begin her new position approximately Aug 26th, pending new hire process.

# Breanna Fialek

3402 Max Paulsen Dr, Muskegon, MI 49444  
(231) 670-1836 | breannafialek14@gmail.com

## EDUCATION

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<b>Master of Arts in Speech Language Pathology</b>	May 2021
Central Michigan University, Mt Pleasant, Michigan	
<b>Bachelor of Science in Communication Sciences and Disorders</b>	May 2019
Central Michigan University, Mt. Pleasant, Michigan	

## WORK EXPERIENCE

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<b>Oakridge Lower Elementary</b>	March 2022-Present
Muskegon, Michigan	

### *Speech-Language Pathologist*

- Administered comprehensive evaluations and analyzed results to create appropriate goals and accommodations for children with mixed language disorders, articulation disorders, severe-multiple impairments, Down Syndrome, Cerebral Palsy, and Autism Spectrum Disorders.
- Collaborated with social-worker, psychologist, occupational therapist, administrators, teachers, and paraprofessionals about identifying developmentally appropriate skills when making referrals in order to determine level of support they would benefit from.
- Created building-wide MTSS/RTI process for speech department and provided information to appropriate staff members on how to participate and make appropriate referrals through that process.
- Participated in district-wide MTSS meetings to help plan a cohesive MTSS process throughout all K-12 buildings in the district and the speech therapist's role within that Child Find process.
- Implemented a Peer-to-Peer program within the building to educate and celebrate diversity, inclusion, and friendship among staff and peers to help support both Gen-Ed and ASD peers.

<b>Family Tree Therapies</b>	May 2021-March 2022
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Rockford, Michigan

### *Speech-Language Pathologist*

- Administered and analyzed assessments to identify areas of support for children with language disorders, reading difficulties, articulation and phonological disorders, oral myofunctional disorders, and feeding difficulties.
- Maintained required timelines when writing and submitting daily notes, progress reports, and initial evaluations.
- Acquired teletherapy skills regarding session management, planning, materials, and evaluation/treatment fidelity.
- Connected regularly with parents and clients to provide a network of support.

## CLINICAL EXPERIENCE

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<b>Orchard View Early Elementary</b>	January 2021-April 2021
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Muskegon, Michigan

### *Clinical Intern*

- Managed specific and age-appropriate goals for children with expressive/receptive language disorders, phonological and articulation disorders, Cerebral Palsy, Autism Spectrum Disorder, and Down Syndrome.
- Documented appropriate daily session notes, progress notes, REEDs, IEPs, and evaluation reports in a professional yet parent friendly way.

## TRAINING & CERTIFICATIONS

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• Michigan Speech Language Pathologist License	March 2022-Present
• LAMP-WFL Trained	January 2023
• Therapeutic Crisis Intervention-Schools (TCI) trained	March 2023
• START Peer-to-Peer trained	October 2023







# Hannah Judd

I was a stay-at-home mom during the pandemic. I have enjoyed getting back into the workforce and being able to use my skills to work with children, helping to make a difference in their lives.

 Muskegon, MI, USA

## Work Experience

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	<b>Student Supervisor</b> <b>Orchard View Early Elementary</b> October 2023- Muskegon, MI	Monitors student conduct. Documents and reports severe disciplinary cases to appropriate school administrators. Assist in loading and unloading school busses. Assists administrators in general monitoring of student activities and behavior. Assist students with meals to allow a smooth transition from eating to recess. Assist student with dietary needs to ensure a safe environment for all.
	<b>RTI Paraprofessional</b> <b>Orchard View Early Elementary</b> September 2022-October 2023 Muskegon, MI	Working with individuals and small groups to assist students to perform at grade level for reading. Communicate with parents and teachers regarding students progress. Work with classroom teachers of target children to assess, design, and deliver intervention strategies for target children. Regularly measuring academic performance through progress monitoring to adjust intervention strategies as needed.
	<b>Digital Press Operator / Customer Service</b> <b>Radium Photo</b> August 2019 - March 2020 Muskegon, MI	Receive and reproduce information from a computer into a paper format while satisfying customer specifications. Build relationships and trust with customer accounts through open and interactive photo sessions at customer locations, primarily school pictures and school sports. Handling customer transactions and maintaining accounts. Being approachable and friendly to create a positive environment for children.
	<b>Receptionist</b> <b>Head North Salon</b> December 2018 - August 2019 Muskegon, MI	Setting and making appointments for customers. Responding to all customer inquiries, in person and over the phone, in a polite and timely manner. Organizing files for customers and staff. Processing payments for products and services. Maintaining a clean and professional workplace.
	<b>Bartender Server</b> <b>The Northside Pub</b> December 2017 - October 2018 Muskegon, MI	Verify the identification and age requirements of customers. Process payments for customers. Build a rapport with regular customers to create a positive atmosphere. Make suggestions based off customer tastes and preferences to increase sales. Record and balance cash receipts and prepare cash deposits. Maintain high levels of cleanliness and food safety.
	<b>Server</b> <b>The Handsome Hobo</b> January 2015 - December 2017 Muskegon, MI	Attending to customers before, during, and after their meals. Helping customers with their needs by being attentive and having excellent listening skills. Being detail oriented and communicating customer needs to the chef. Taking payments and balancing customer transactions.

## Skills

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- Experience Working With Children
- Basic Computer Skills
- Communication Skills
- Photoshop
- Organizational Skills

## Education



2012 - 2014

**Muskegon Community College**

Associate Degree in Science and Arts

Powered by **CakeResume**

# Shakari Minor

Muskegon, MI 49444

[shakariminor7\\_ff9@indeedemail.com](mailto:shakariminor7_ff9@indeedemail.com)

+1 231 327 6958

## Work Experience

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### **Food Service**

Trinity Health Hospital-Muskegon, MI

May 2023 to Present

My tasks Varys by that day some days I work the dishwasher some days I deliver trays to patients rooms and pick the trays up at the end of the day sometimes I might prepare the trays

### **General Merchandise Clerk**

Meijer-Norton Shores, MI

May 2021 to April 2023

I work in the fashion area my job is to assistant customers when they need help, I fold clothes that get messed up, I make sure mannikins are fully dressed, I make sure returns are put away, and if called to the front I help bag for the cashiers,I also make sure the department is clean before leaving.

### **Summer Paid Internship**

Therapy center for behavioral and rehabilitation services LLC-Grand Rapids, MI

June 2021 to August 2021

I did computer work learning to code, I learned how to work with clients and their abilities. I got to sit it on some sessions with consent of the client expanding my knowledge of therapy and behavioral abilities and struggles clients go through. I was able to engage with many people and staff.

### **Junior Museum Professional**

Lakeshore Museum-Muskegon, MI

July 2019 to August 2019

Interacts with visitors in stem center to demonstrate or assist with different activities and projects.

Occasionally assist with special events and programs. Demonstrates games and activities at the Hackley and Hume and /or takes surveys following the end of a tour.

### **Camp Counselor (Seasonal)**

Camp Tuhsmeahata-Greenville, MI

June 2018 to August 2018

Teaching young people how to live independently, Organizing games and activities for children ages 5-10, Taught swimming, gardening and recreational actives.

### **Cafeteria Worker**

Pioneer Resources

May 2017 to May 2017

Made sack lunches for homeless people

## Education

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reeths puffer high school - North Muskegon, MI, US  
September 2016 to June 2022

## Skills

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- Merchandising
- Infant Care
- Babysitting
- Communication skills
- Office experience (Less than 1 year)
- Toddler Care
- Fashion retail (2 years)
- Dishwashing (1 year)
- Patient care
- HIPAA
- Customer service
- Computer skills
- Inside sales
- Marketing
- Data entry
- Clerical experience
- Filing
- Computer literacy
- Google Suite
- Experience with children
- Sales
- Microsoft Office
- Supervising experience
- Outdoor work

## Assessments

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### **Food service: Customer situations — Proficient**

July 2024

Identifying and addressing customer needs in a food service setting

Full results: [Proficient](#)

### **Sales skills — Proficient**

July 2024

Influencing and negotiating with customers

Full results: [Proficient](#)

### **Management & leadership skills: Impact & influence — Proficient**

July 2024

Choosing the most effective strategy to inspire and influence others to meet business objectives

Full results: [Proficient](#)

### **Supervisory skills: Motivating & assessing employees — Proficient**

July 2024

Motivating others to achieve objectives and identifying improvements or corrective actions

Full results: [Proficient](#)

### **Customer focus & orientation — Proficient**

July 2024

Responding to customer situations with sensitivity

Full results: [Proficient](#)

### **Spreadsheets with Microsoft Excel — Proficient**

July 2024

Knowledge of various Microsoft Excel features, functions, and formulas

Full results: [Proficient](#)

### **Sales skills — Proficient**

December 2020

Influencing and negotiating with customers

Full results: [Proficient](#)

### **Administrative assistant/receptionist — Proficient**

July 2024

Using basic scheduling and organizational skills in an office setting

Full results: [Proficient](#)

### **Data entry: Attention to detail — Proficient**

June 2024

Maintaining data integrity by detecting errors

Full results: [Proficient](#)

### **Work motivation — Completed**

July 2020

Level of motivation and discipline applied toward work

Full results: [Completed](#)

### **Childcare skills — Proficient**

July 2024



Tests early childhood education skills and the ability to build relationships with families  
Full results: [Proficient](#)

### **Filing & organization — Completed**

September 2022

Arranging and managing information or materials using a set of rules

Full results: [Completed](#)

### **Protecting patient privacy — Completed**

July 2024

Understanding privacy rules and regulations associated with patient records

Full results: [Completed](#)

### **Early childhood development — Proficient**

December 2022

Knowledge of the development of children ages 0-3 and of ways to foster that development

Full results: [Proficient](#)

### **Retail customer service — Proficient**

September 2022

Responding to customer situations in a retail setting

Full results: [Proficient](#)

### **Front desk agent (hotel) — Proficient**

July 2024

Selecting hotel rooms based on requests and identifying errors in hotel data

Full results: [Proficient](#)

### **Attention to detail — Proficient**

July 2024

Identifying differences in materials, following instructions, and detecting details among distracting information

Full results: [Proficient](#)

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

# Memo

To: FCS Board of Education  
From: Allison Camp, Curriculum Director  
Date: August 9, 2024  
Re: Recommendation for Hire

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Janelle Duffey, Angie Dietz, Nicole Bayle, Abby Holman and I interviewed 8 candidates for the open 1st grade and 5th grade teaching positions at Shettler Elementary. Additionally, 2<sup>nd</sup> round teaching interviews were completed by Janelle and her team. From that work, 2 candidates were selected for the open spots

I am recommending that Kelli Moran be our next 5<sup>th</sup> grade teacher at Shettler. She was a 5<sup>th</sup> grade teacher for 3 years at Holton and graduated from Western Governors University with her Bachelor of Arts in Elementary Education.

I am also recommending that Alisa Swenson be our next 1<sup>st</sup> grade teacher at Shettler. She was a 4<sup>th</sup> grade teacher for 17 years at Alta Brown Elementary School in Garden City, Kansas and graduation from Hope College with a Bachelor of Arts in Elementary Education with a major in Social Studies and minor in math.

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

# Kelli E. Moran

15270 David Ave. | Grand Haven, MI 49417  
616.607.4642 | kmoran6103@gmail.com

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## PROFESSIONAL PROFILE

Motivated, eager and goal driven educator with experience in elementary level settings. Strong ability to build positive relationships with students, staff and family members with differing communication styles and diverse backgrounds. Excellent collaborator with team building skills built upon past leadership and customer service roles. Foundational knowledge of Common Core Standards with the ability to design and modify lessons according to student need. Devoted to creating safe learning environments with clear expectations.

## CERTIFICATIONS

**State of Michigan, Elementary Education K – 5 All Subjects, K – 8 Self-Contained (ZG)** January 2021

**EDUCATION Bachelor of Arts, Elementary Education** December 2020  
*Western Governors University* | Salt Lake City, UT

**Associate of Applied Science** 2013  
*Baker College* | Muskegon, MI

## NOTEWORTHY ACHIEVEMENTS

*Recipient* | LMCU Roots in Education Grant 2021  
*Excellence Award* | Exemplary work in Professional Reflections - Preclinical Experiences 2020  
*Excellence Award* | Exemplary work in Elementary Science Methods Lesson Planning 2020  
*Excellence Award* | Exemplary work in Classroom Management, Engagement, and Motivation 2020  
*Excellence Award* | Exemplary work in Survey of World History 2020

## TEACHING EXPERIENCE

*Holton Elementary School* | Holton, MI Aug 2021 – Present  
**5<sup>th</sup> Grade GenEd Teacher**

- Successfully met all student and professional growth goals each year
- Work closely with school social worker to fully support students based on need
- Elementary Technology Support Specialist
- SEAB member
- Curriculum Selection Board Member

*Hamilton Middle School* | Hamilton, MI March 2021 – May 2021  
**Long Term Sub – 6<sup>th</sup> Grade Math/Science**

- Adapted teaching methods/materials to fit students' varying needs
- Used assessment data to guide instruction
- Worked collaboratively with grade-level team to create lessons & content

## TEACHING EXPERIENCE continued

*Great Lakes Elementary School* | Holland, MI

February 2021 – March 2021

### **Long Term Sub – MTSS – Reading Intervention**

- Adapted teaching methods/materials to fit students' varying needs
- Provided small-group and/or 1 on 1 support for reading intervention
- Worked collaboratively to assess student progress and input data

*Rosy Mound Elementary School* | Grand Haven, MI

August 2020 – November 2020

### **Student Teacher**

- Differentiated instruction for exceptional learners
- Creative knack for creating STEM based activities
- Integrated interactive technology activities into core classes
- Collaborated with a team of grade-level colleagues to plan lessons

*EduStaff* | Grand Rapids, MI

October 2019 – Present

### **Substitute Teacher**

- Skilled at following detailed lesson plans and keeping students on track with assignments
- Provide structured one-on-one support for students requiring extra assistance with reading to improve literacy and comprehension
- Creative with improvisation and able to fill classroom time with enriching projects and tasks on-the-fly
- Work with students individually to help overcome specific learning challenges

*Baker College of Muskegon* | Muskegon, MI

August 2011 – August 2013

### **Nationally Certified Tutor in Health Sciences**

- Proficient in Anatomy & Physiology, Microbiology, Pathophysiology, Medical Terminology
- Assisted students with lessons presented by instructors in one-on-one, large and small group settings
- Tailored specific instruction to individual students seeking additional help
- Lead over 150 students in end-of-term Study Jam, answering questions on all topics within the course on-the-fly

*Baker College of Muskegon* | Muskegon, MI

September 2012 – August 2013

### **Human Anatomy & Physiology Laboratory Tutor**

- Responsible for setup and use of all lab equipment including microscopes, slides, and human skeletons
- Prepared slides for observation
- Assisted students with organ dissections

## ADDITIONAL EXPERIENCE

*Griffin Elementary* | Grand Haven, MI

September 2017 - March 2020

### **Classroom Parent Volunteer**

- Read leveled books with students individually, focusing on their specific needs as readers
- Help with classroom set-up and assist teachers with various tasks



# ALISA SWENSON

Elementary Licensed Teacher K-6

## PROFESSIONAL BIO

Passionate and dedicated worker with a strong commitment to creative solutions. Adept at developing engaging lessons, evaluating student performance to tailor interventions, and collaborating with colleagues. Skilled in using technology and multimedia resources to improve student engagement.

## SKILLS AND ABILITIES

- Classroom Management
- Teaching Close-Reading Strategies
- Technology Integration
- Positive Reinforcement Strategies
- Differentiated Instruction
- Student Assessment
- Test Proctoring

## GET IN TOUCH

Email: [aswenson8@gmail.com](mailto:aswenson8@gmail.com)  
Phone Number: (231) 766-1706



## EMPLOYMENT HISTORY

### Fourth Grade Teacher

Alta Brown Elementary USD-457 | Aug 2007- present  
Garden City, Kansas

- Utilize data from Fast Bridge to prepare my lessons and individual intervention.
- Established behavioral expectations to encourage a safe and inclusive classroom environment.
- Discuss intervention strategies in PLCs to collaborate ideas with other teachers.
- Nominated for the 2023 and 2024 Crystal Apple Award for outstanding teachers in Finney County.

### After School Tutor

August 2019- present

- Prepared and implemented remedial math and phonics programs for students requiring extra help.
- Held one-on-one sessions for specific topics
- Contributed to the summer school program



## ACADEMIC PROFILE

### Hope College

Bachelor of Arts | December 2005

Major: Social Studies  
Minor: Mathematics



## PERSONAL REFERENCES

Angela Denton  
Instructional Coach, Alta Brown Elementary USD-457  
Email: [adenton@gckschools.com](mailto:adenton@gckschools.com)  
Phone Number: (620) 335-0082

## Christopher Valasin

9381 Shoreway Dr. West Olive, MI 49460

248-534-2488 ; Cnvalasin@gmail.com

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### Education / Certification

Bachelor of Science Biology & Chemistry, Eastern Michigan University  
Masters of Education Educational Leadership, K-12 Principalship, Northern Arizona University  
Principal Certificate K12 Arizona, 2021  
Teaching Certificate Arizona Secondary Biology, 2014  
Arizona Career & Technical Education, 2021  
Michigan Secondary Biology & Chemistry, 2014  
SEI Certificate Arizona Structured English Immersion, 2015

### Administrative and Leadership Experience

Dean of Students, Estrella Vista STEM Academy, Littleton Elementary School District #65, 2022-2024

- Provide Students, staff, and families with administrative support.
- Oversee school disciplinary program (Make Your Day).
- Coordinate district and state assessments.
- Conduct evaluations of staff members using the Danielson rubric
- Work with teachers and parents of at risk students to develop appropriate interventions for success.

Assistant Principal, AAEC Estrella Mountain Early College High School, Arizona Agribusiness & Equine Center, Avondale AZ, 2019-2022

- Assist in the daily operations of running the school, including student supervision, attendance, discipline, and community communication.
- Evaluate and report teacher effectiveness using the Danielson rubric.
- Scheduling and general counseling for all students.
- Oversee the 504 Team, from student identification through writing of and implementation of the 504.
- School test coordinator and data collection leader.

21<sup>st</sup> Century Grant Program Coordinator, Castle Dome Middle School, Yuma Elementary School District One, Yuma AZ, 2018-2019

- Coordinate before school and afterschool core and enrichment clubs to improve Science, Math, and Literacy scores.
- Hire innovative teachers to support students.
- Conduct grant finances including payroll, property management, transportation, nutrition, various membership fees, and supplies acquisition.
- Record and report student attendance to the State of Arizona.
- Collect and analyze student data for evidence of growth.
- Provide Family Engagement opportunities and English classes to community members.

Science Lead, Castle Dome Middle School, Yuma Elementary School District One, Yuma AZ, 2016-2019

- Create district curriculum and pacing guides for Arizona State Science Standards.
- Organize and facilitate Collaborative Team Meetings for the Science Department.
- Attend and disseminate information from district meetings.

School Assessment Coordinator, Castle Dome Middle School, Yuma Elementary School District One, Yuma AZ, 2017-2019

School Assessment Coordinator, Estrella Mountain High School, Arizona Agribusiness and Equine Center, Avondale AZ, 2020-Present

- Plan and implement schoolwide testing procedures for quarterly and yearly assessments.
- Provide training to staff on secure testing procedures.
- Monitor school-wide assessment to maintain assessment validity.
- Troubleshoot technical issues during testing.
- Report assessment results to staff, district, and state.

### **Teaching Experience**

High School Biology Teacher, AAEC Estrella Mountain, Arizona Agribusiness and Equine Centers, Phoenix AZ, 2019-2021

Designed and implemented a viable Biology curriculum to prepare students state assessments and collegiate level biology courses. Built relationships with students, families, and the community to identify the needs of the school and ensure student success.

Middle School Science Teacher, Castle Dome Middle School / Woodard Junior High School, Yuma Elementary School District One, Yuma AZ, 2014 – 2019

Designed and implemented middle school level general science curricula aimed at teaching students' scientific concepts while improving scores in reading, writing, and math. Utilized best practices to maximize student participation and success, such as AVID strategies, PBIS, and Personalized Learning with one-to-one technology. Built relationships with students, parents, and the community to identify the needs of the students and ensure their success.

### **Professional Development**

- Arizona Department of Education 21<sup>st</sup> CCLC New Grantee Orientation, Phoenix, October 2018
- University of Arizona Project WET Workshop, Northern Arizona University, 2017
- Google Platform Training, June 2018 / April 2019
- Department of Defense Education Activity (DoDEA) Grant Educator, 2014-present
- Helios Grant Educator, 2014-2016
- AVID Summer Institute, San Diego, 2015

### **Presentations and Publications**

Valasin, G. (2019, February) *Creating and Implementing Assessments Using Galileo*.

Presentation at Yuma Elementary School District 1 Spring Professional Development, Yuma, AZ.

Valasin, G. (2018, February) *Using Interactive Notebooks*. Presentation at Yuma Elementary School District 1 Spring Professional Development, Yuma, AZ.

### **Honors**

AAEC Estrella Mountain 2021 Above and Beyond Employee of the Year, AAEC, Avondale AZ  
YESD1 District Employee of the Month High-Five Award, Yuma Elementary School District 1, Yuma AZ

2014 First Year Teacher of the Year Nominee, Woodard Junior High School, Yuma Elementary School District 1

### **References**

References can be provided upon request.



Kennedy, Jason <jkennedy@fruitportschools.net>

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## resignation

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**Christina Martin** <cmartin@wmchs.net>

Tue, Jul 16, 2024 at 1:25 PM

To: "jduffey@fruitportschools.net" <jduffey@fruitportschools.net>, "jkennedy@fruitportschools.net" <jkennedy@fruitportschools.net>, "mmesbergen@fruitportschools.net" <mmesbergen@fruitportschools.net>, adietz@fruitportschools.net

Hello,

I am writing this letter to inform you that I will not be returning to Fruitport Community Schools. I have joined the administration team at Western Michigan Christian and I am super excited to serve the same school that I attended and graduated from. With that being said, this was not an easy decision to make and I wanted to share from my heart just how much you all have meant to me.

Jason Kennedy, in my 19 years of education I have never worked for a Superintendent that exemplifies authenticity until you came to Fruitport. You truly care about not only the students, but for staff. I will never forget when my dad had a heart attack and I emailed you and you told me "family first, go we will figure it all out..." When you would visit our classrooms and buildings, you were always so genuine. You cared. It wasn't a show. You truly truly care. You have a heart to serve and even though we have had few interactions you have taught me so much that I know I will carry over with me into my new position.

Janelle, you have been my boss and my friend for the past 12+ years. You have been a boss that has challenged me and made the best teacher possible, even on the days I didn't want to be pushed and challenged. You held me to a very high standard, which resulted in me holding my students to a high standard. You have always supported and understand how much I value being a mom and have gone above and beyond when I needed accommodations. You have seen me at my worst and have seen me at my worst, and you have always been a support system. Thank you for your unwavering support over the years.

Last, to my amazing teaching partner, Angie. You are hands down, the best teaching partner and one of the best educators I have ever known. You are no nonsense, with just the right amount of humor and wit, with awesome hugs that I needed over the years. Thank you for creating a safe space and a culture of true excellence when it comes to teaching. You truly are a once in a lifetime teacher. You gave me so much more than I could have ever asked for in a partner. It was an honor to be your teaching partner.

The Fruitport Community will always hold a special place in my heart.  
Thank you so much for understanding and supporting this new adventure.

Director of Career Services & Academic Advisor  
Western Michigan Christian High School  
(231) 799-9644x237  
[cmartin@wmchs.net](mailto:cmartin@wmchs.net)



July 30, 2024

Fruitport Community Schools  
3113 Pontaluna Rd.  
Fruitport, MI 49415

Dear Fruitport Middle School,

I am writing to formally resign from my position as a 7/8 Grade Science Teacher at Fruitport Middle School effective on today's date July 30, 2024.

Please consider this letter my formal notice.

I sincerely apologize and I hope you are able to understand my situation. Thank you for all of your help throughout this process.

Sincerely,

Emily Somers



Fruitport Community Schools  
**SPECIAL BOARD MEETING**  
Wednesday, August 7, 2024 – 6:00 p.m.

**Location:**

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

**MINUTES**

**I. CALL to ORDER**

The Special Meeting of the Board of Education was called to order at 6:00 p.m. by Board President, Dave Hazekamp.

**II. ROLL CALL**

Present – Elroy Buckner, Kris Cole, Susan Franklin, Dave Hazekamp, Steve Kelly.  
Absent - Tim Burgess, JB Meeuwenberg

**III. APPROVAL OF AGENDA**

Item 24-128. MOTION by Cole, SECOND by Buckner to approve the agenda, as presented.

MOTION CARRIED: 5-0; 2 absent.

**IV. REMARKS FROM THE PUBLIC: None**

**V. GENERAL BOARD BUSINESS**

**A. Special Meeting Minutes - July 22, 2024**

Item 24-129. MOTION by Buckner, SECOND by Cole to approve the Special Meeting Minutes of July 22, 2024, as presented.

MOTION CARRIED: 5-0; 2 absent.

**B. Approval of Operating Millage Ballot Proposition Resolution**

Item 24-130. MOTION by Cole, SECOND by Buckner to approve the Operating Millage Ballot Proposition Resolution, as discussed and presented. The Board authorizes and directs a signed copy of the Certification of Ballot Proposition and the Operating Millage Ballot Proposition Resolution to be filed with the Election Coordinator and with any Election Clerk for Muskegon and Ottawa Counties prior to August 13, 2024 at 4:00 p.m.

Roll Call:

Ayes: Elroy Buckner, Kris Cole, Susan Franklin, Dave Hazekamp, and Steve Kelly

Nays: None

Absent: Tim Burgess and JB Meeuwenberg

MOTION CARRIED: 5-0; 2 absent.

**C. Other: None**

**VI. ADJOURNMENT**

Item 24-131. MOTION by Buckner, SECOND by Franklin to adjourn.

MOTION CARRIED: 5-0; 2 absent.

The meeting adjourned at 6:11 p.m.

Respectfully submitted,

Susan Franklin, Board Secretary

Jason Kennedy, Acting Recording Board Secretary

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education  
From: Jason J. Kennedy

Attachment #X-1

**Subject to be Discussed and Policy Reference:**

Approval of 2024-2025 Secondary Course Offerings / Muskegon County Virtual Academy Course Offerings

**Background Information:** There have been no changes to the secondary course offerings from the 2023-2024 academic year to the 2024-2025 academic year. All course offerings will remain the same for this year. Students enrolled in the MCVA for the 2024-2025 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 Secondary Course Offerings and the MCVA Course Offerings pursuant to requirements under Michigan's Pupil Accounting Manual for the 2024-2025 school year.



















**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin      \_\_\_ Hazekamp  
         \_\_\_ Kelly      \_\_\_ Meeuwenberg













## 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

-  Coming Soon
-  College Board® Advanced Placement® Approval
-  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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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

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 QM Quality Matters Program

### 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





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

### 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

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">1st Grade ELA</a>	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.	ELA	Core	1	K-5
<a href="#">1st Grade Math</a>	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
<a href="#">1st Grade Science</a>	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
<a href="#">1st Grade Social Studies</a>	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
<a href="#">2nd Grade ELA</a>	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.	ELA	Core	1	K-5
<a href="#">2nd Grade Math</a>	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
<a href="#">2nd Grade Science</a>	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
<a href="#">2nd Grade Social Studies</a>	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
<a href="#">3rd Grade ELA</a>	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.	ELA	Core	1	K-5
<a href="#">3rd Grade Math</a>	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
<a href="#">3rd Grade Science</a>	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

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">3rd Grade Social Studies</a>	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
<a href="#">4th Grade ELA</a>	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.	ELA	Core	1	K-5
<a href="#">4th Grade Math</a>	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
<a href="#">4th Grade Science</a>	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
<a href="#">4th Grade Social Studies</a>	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
<a href="#">5th Grade ELA</a>	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.	ELA	Core	1	K-5
<a href="#">5th Grade Math</a>	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
<a href="#">5th Grade Science</a>	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
<a href="#">5th Grade Social Studies</a>	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
<a href="#">Accounting</a>	In this semester course of our online Accounting course, you will explore accounting, including investigating accounting careers. You will learn basic accounting skills and procedures both with and without a computer for general journals, general ledgers, cash payments journals, cash receipts journals, sales journals, accounts payable ledgers, and accounts receivable ledgers. You will also learn how to reconcile a bank statement and to prepare payroll records. This course covers the basic principles of financial accounting for individuals and for companies with attention to both the mathematical formulas and to the ethical side of accounting. Each unit has practical exercises including a project at the end of the unit.	Business	Elective	0.5	9-12

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Advanced Drawing</a>	<p>In Advanced Drawing, students will be reviewing basic drawing skills and the elements and principles of design, while exploring deeper how they are used in art. Students will also explore, in-depth, several different types of media and artistic styles in order to define their personal aesthetic and design their own compositions. In each section, students will observe and analyze various artworks to expand their knowledge of art history and develop their personal aesthetic.</p> <p>All projects in this course will be an original composition by the student. After instruction and research, students will be given prompts and guidelines on how to create each project, but the final outcome will be unique to each person. At the end of the last four modules, students will participate in either a self- or peer-critique. This is to help students learn to analyze their work and grow as an artist from the input of others.</p> <p>At the end of the course, students will compile and organize their artwork into a digital portfolio and write an artist statement. This can be used as a record of personal accomplishment or as an application to a secondary art program or job.</p>	Art	Elective	0.5	9-12
<a href="#">Aeronautics and Space Travel</a>	This course introduces students to the history and near future of space travel. Students will explore the possibilities of moon bases, Mars colonies, and visiting the outer planets in our solar system and their moons. Students will also discuss important ethical and legal issues around space exploration, such as asteroid mining and war in space. The online Aeronautics course gives an expansive view of the technologies, science, and theories that will make far-fetched dreams into realities during the student's lifetime.	Science	Elective	0.5	9-12
<a href="#">Algebra 1</a>	Algebra 1 (semester A) introduces students to the world of Algebra through expressions and equations. Students will evaluate algebraic expressions, solve linear equations and graph them. This course also steers students through various real-world scenarios with the emphasis on using basic statistics to interpret the information given and found. Algebra 1 (semester B) builds on the concepts learned in the first semester by providing a strong foundation in solving problems. Students will work with problems and applications that involve exponents, quadratic equations, polynomials and factoring methods, rational and radical equations, data analysis and probability.	Math	Core	1	9
<a href="#">Algebra 2</a>	Algebra 2 (semester A) further extends the learner's understanding of major algebra concepts such as expressions, equations, functions, and inequalities. An emphasis will be placed on the use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. Algebra 2 (semester B) builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus and advanced probability and statistics.	Math	Core	1	11
<a href="#">American History</a>	This course covers the discovery, development, and growth of the United States. Major topics include; American Indian cultures, European colonization of the Americas, and the causes and effects of the American Revolution. Geographical, economic, and political factors are explored as the key factors in the growth of the United States of America. American History I is a survey of the struggle to build the United States of America from the colonial period to the beginning of the twentieth century. By means of reading, analyzing, and applying historical data, students come to appreciate the forces that shaped our history and character as an American people. Not only are the topics of American history discussed, but students also explore research methods and determine accurate sources of data from the past. Knowing the facts and dates of history are just the beginning: each student must understand how history affects him or her. American History B begins with a study of American life before the 1929 Stock Market crash and how the Roaring Twenties influenced society in the late 19th through early 20th centuries. Students will examine the causes and consequences of the Great Depression and move on into a detailed study of World War II with an emphasis on America's role in the conflict. The course continues with an analysis of the Cold War struggle and America's rise as a superpower. The Civil Rights and Women's rights movements, pollution and the environment, and American domestic and foreign policy will be examined. The course wraps up with a summary of current events and issues, including a study of the Middle East. This course begins with an assessment of life in United States pre-World War I and ends with the conflicts of the new millennium. Students look at the nation in terms of economic, social, and political trends. The experiences of the last century are summarized, including a look into the civil rights issues that have embroiled the nation in conflict. The development of the United States of America into a superpower is explored within a global context.	Social Studies	Core	1	9
<a href="#">Anatomy and Physiology</a>	The aim of this course is to expand upon what was learned in your Biology class, while emphasizing the application of this material to human structures and functions. This course begins the study of human beings at the microscopic level and works its way up to an in-depth study of select organ systems. Special emphasis will be placed upon applying and demonstrating the information learned in this course through, not only tests and quizzes, but through special projects and collaboration as well. Part B is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.	Science	Elective	1	9-12
<a href="#">Anthropology 2</a>	How does your culture influence you? Many of our ancient cultures and languages were shaped by the geographical locations of our ancestors. And by examining their views on life, death, art, and survival, we begin to understand how ancient cultures flourished. In looking back and learning about cultures, we are better equipped to understand the world around us.	Social Studies	Elective	0.5	9-12
<a href="#">AP Biology</a>	This course is taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. College level AP Biology will cover all of the topics in the AP Biology Course Description. These include biochemistry, cell structure and function, cell energetics, cellular reproduction and communication, heredity, molecular genetics, evolution, ecology, diversity of organisms, structure and function of plants and animals, and comparative anatomy.	Science	Core AP	1	9-12
<a href="#">AP Calculus</a>	This High School AP Calculus course is designed with the intent for students to incorporate the concepts of all previous math courses and expand upon these concepts with the implementation of Limits. Emphasis is placed upon the multi-representational approach to calculus where problems and their solutions are explored and interpreted graphically, numerically, analytically and verbally. Students will also be required to explain their answers in written form and will be asked to compare their written response to the AP grading rubric and explain why they feel they should receive that grade. Students are required to use graphing calculators with the capabilities ascribed by the College Board: (apcentral.collegeboard.com). These calculators will be used in a variety of ways including multi-representation of equations (graphs and tables) and also for conducting explorations with various functions and how different values change the look of the function.	Math	Core AP	1	9-12
<a href="#">AP Chemistry</a>	College level AP Chemistry is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and to score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Chemistry Course Description. These include an introduction to chemistry as the study of change, gases, thermochemistry, quantum theory, chemical bonding, crystals, phase changes, solutions, chemical kinetics, chemical equilibrium, acids and bases, entropy, electrochemistry, nuclear chemistry, metallurgy, alkali and alkaline metals, nonmetallic metals, transition metals, organic chemistry, and synthetic and natural organic polymers.	Science	Core AP	1	9-12



Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">AP English Language and Composition</a>	<p>This course helps students prepare to take the Advanced Placement Language and Composition Exam™ administered by the College Board. The first semester focuses on the concepts and skills needed to analyze argumentative texts and to build solid arguments—starting with the choices that experienced authors make when they write to persuade an audience. Students learn and apply best practices for constructing, revising, and refining their own arguments. Writing assignments in Semester A include rhetorical analyses of straightforward written arguments as well as satirical texts and visual approaches to persuasion. Students will be asked to develop several formal argumentative essays and also to practice new skills by writing less formal journal entries throughout the semester. The pace and level of work required by this course is similar to that required in a college-level composition course, so students should be prepared to work independently and to complete all assignments in a way that makes good use of their time.</p> <p>The second semester of AP English Language and Composition focuses on writing tasks that require synthesis and documentation. Students will analyze many examples of synthesis essays and apply what they learn as they create their own texts based on multiple sources. They will also take a closer look at the use of visual and multi-modal or multimedia evidence when used as support for an argument, and they'll consider how to incorporate these unique approaches into their own attempts at persuasion. Semester B will ask students to work toward improving and refining the style with which they deliver arguments, including the use of rhetorical devices, varied syntax, and grammatical concepts essential to academic discourse. Writing assignments in Semester B include the analysis and construction of multimedia arguments, studies in style, and research-based projects that require the synthesis of information and ideas. As in Semester A, the pace and level of work required by this course is advanced and substantial, so students should be prepared to work independently and thoroughly on all assignments.</p>	ELA	Core AP	1	9-12
<a href="#">AP Psychology</a>	<p>This course will be utilized for students wishing to take the AP Psychology exam. All modules in this course are geared towards a content area covered on the AP exam. The course begins with an introduction to the course as well as the origins of psychology to strengthen students' scientific foundations that other modules will build upon. The semester then focuses on biology with an emphasis on the brain. With having a strong grasp of neuropsychology, students will then expand their knowledge to learning with topics such as operant and classical conditioning and cognitive psychology with topics like storing and retrieving memories. The semester ends reviewing testing, bias, and individual differences. Throughout the semester, there will be progress checks sprinkled in each module to help the students conduct a self-check of their knowledge.</p> <p>This semester kicks off with development psychology from prenatal all the way to adulthood. Next, students will be guided into theories of motivation and emotions and how these can impact happiness. Moving along to the next module, students will be introduced to different theories of personality including different approaches to analyzing personality. Once students have understood happiness and theories of personality, students will then take an in-depth look at clinical and abnormal psychology focusing on different types of therapies for different types of disorders. The last area that students will learn about is social psychology covering topics such as conformity, attraction, and aggression. The semester wraps up with a thorough review of the entire course as well as MCQ and FRQ practice in preparation for the AP Exam.</p>	Social Studies	Elective AP	0.5	9-12
<a href="#">AP Spanish Language and Culture</a>	<p>In AP Spanish Language and Culture, students will use the three modes of communication – interpretive, interpersonal, and presentational – as defined by the World Readiness Standards for Learning Languages. Using the ACTFL Performance descriptors for Language Learners, students will be provided opportunities demonstrate their proficiency in each of the three modes. Each module is theme-based, providing ample opportunities to interpret written, print, visual, audiovisual, and audio text; speak with and write to others, and present by speaking and writing for an audience.</p> <p>In order to demonstrate all three modes of communication, students will engage with their instructor and students in collaborative discussions, personal opinion &amp; persuasive essays, interpretation activities, and oral &amp; audiovisual presentations. In both semesters, students will encounter similar tasks as found on the AP exam, but by Semester B, the difficulty and complexity will have increased to match the exam's expectations.</p>	Foreign Language	Elective AP	1	9-12
<a href="#">AP Statistics</a>	<p>This High School AP Statistics is a preparatory AP course that introduces students to selecting statistical methods, analyzing data, using simulations and probability, as well as statistical argumentation. Students will be required to answer questions using proper language associated with the AP Statistics exam. Students are required to use graphing calculators. This course will demonstrate the use of a TI-84 calculator in preparation for the AP exam.</p>	Math	Core AP	1	9-12
<a href="#">AP US Government and Politics</a>	<p>This course examines the U.S. political system. Students in this course will discuss political ideology, the development of the political system and democratic institutions. Students should, according to the College Board, gain an "analytical perspective on government and politics in the United States." Furthermore, students will study "both the general concepts used to interpret U.S. politics and the analysis of specific examples" throughout history. The class discussion will require that students acquire a "familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics." The main emphasis of the course, however, is to be able to apply a basic comprehension of the U.S. political system to contemporary events.</p>	Social Studies	Core AP	1	9-12
<a href="#">Art Appreciation</a>	<p>What makes an artwork a masterpiece? Why do artists create art? What is the difference between Rococo and Art Nouveau? In this course, students will discover the answers to these questions and more. We examine the elements of art and principles of design, and explore how artists have used these elements and principles in the creation of art for centuries.</p>	Art	Elective	0.5	9-12
<a href="#">Art History</a>	<p>This Art History course integrates the four components of art study: art production, historical and cultural context, critical process, and aesthetic process. Students will be able to identify and describe art from prehistoric times to modern time. Throughout this course, students will discuss various artworks, research artists, and create documents and presentations demonstrating concepts learned.</p>	Art	Elective	0.5	9-12
<a href="#">Basic Drawing</a>	<p>In Drawing, students will experiment with several different art materials and tools to see what each tool can do best. Students will explore ordinary things around them to become more observant of the structures and meanings of things which can be seen in your their home and community. Your work will be your own study of the forms, textures, movements, and patterns of the things that you see every day.</p> <p>Each project and each lesson is based on the one before it; so always do the lessons in the order they are given. Be sure to follow the directions exactly regarding which materials, sizes, and subject matter to use for each project. Each lesson will be a study of a new way of drawing. The examples given will show only the method and materials to be used, never the same subject or size as the project assigned. The examples are never to be copied. An example will only show one way of using the technique described.</p> <p>By becoming more observant, by experimenting with new materials, and by exploring a variety of methods, students will continue to grow in artistic skill and enjoyment.</p> <p>Beyond fundamental skills are various levels of creativity. Each lesson provides room for expressing the technical skill learned in a unique, creative way.</p>	Art	Elective	0.5	9-12

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<a href="#">Biology</a>	<p>Biology A introduces students to the scientific method and the major concepts of biology from an historical and practical viewpoint. The three major themes of this course are the cell, the molecular basis of heredity, and the interdependence of organisms. Students who take this class will have a deeper appreciation for the complexities of living organisms. Life on this planet, unlike anywhere else in the observable universe, is complex and highly organized. Whether examining life on the molecular or the planetary level, it exhibits a highly organized structure that inspires awe by its genius and complexity. In the last 50 years, discoveries have launched new branches of biology that have transformed the daily routine, from conception to death. New challenges await, such as the current crisis in ecology, global warming, and the resurgence in viral disease. To make rational choices in the 21st century, the citizen must have a basic understanding of biological concepts and the reasoning behind them. Biology A is presented in a multimedia format using interactive modules, labs, narrated animation, text, and videos to present the study of life on this planet.</p> <p>Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.</p>	Science	Core	1	10
<a href="#">Business Law</a>	Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the online Business Law course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.	Business	Elective	0.5	9-12
<a href="#">Career Exploration in Dentistry</a>	This career exploration in dentistry course introduces students to the exciting and varied career opportunities in the dentistry profession, from dental assistant all the way up through oral surgeon. Students will review the history of dentistry globally and in the U.S., and will learn key dental terminology. The course will introduce the roles and tasks done as well as skills and education required of nearly every member of the dental staff. Students will gain an understanding of what it takes to perform each position, and how they work together.	Career Readiness	Elective	0.5	9-12
<a href="#">Career Exploration in Finance</a>	This course introduces students to the challenging and lucrative world of finance. While "Wall Street" may still get a bad rap after the 2008 financial crisis, finance careers still remain highly sought after and can be highly rewarding. The course reviews key financial terms and examines various groups, positions, and roles within financial institutions. Students will learn about resumes, interviews, and networking. Students will also discuss ethics on Wall Street and the role of finance within society.	Career Readiness	Elective	0.5	9-12
<a href="#">Career Exploration in Healthcare</a>	This course introduces students to the exciting and varied career opportunities in the health care industry that will be in demand in their future! The course will introduce the roles and tasks, identify education and skills needed, identify responsibilities of roles which support or supervise their role, analyze legal and ethical responsibilities, limitations, and implications for each of these professions. Get ready. Get set. Learn about the Future of Health Care Careers!	Career Readiness	Elective	0.5	9-12
<a href="#">Career Planning</a>	The online Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.	Career Readiness	Elective	0.5	9-12
<a href="#">Chemistry</a>	<p>Chemistry A introduces students to the science of chemistry beginning with exploring why scientists are interested in studying matter at a submicroscopic level. Students will continue to learn how scientific methods are used to understand the natural world and will continue to develop their skills in this area. Chemistry A covers topics in the characteristics of matter, atomic structure, chemical periodicity, chemical bonds and compounds, and chemical formula writing and naming. An algebra background is recommended because of the amount and type of math involved.</p> <p>Chemistry B builds on the concepts and skills learned in the first semester as students continue to explore the properties of matter and the changes it undergoes. Chemistry B covers topics in chemical reactions and stoichiometry, gases, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry, and biochemistry. An algebra background is recommended because of the amount and type of math involved.</p>	Science	Elective	1	9-12
<a href="#">Child Development</a>	This course is designed to help prepare students for their responsibilities as parents and caregivers of children. Topics include prenatal care, growth and development through age six, teen pregnancy, maternal health, parenting skills, and child guidance.	Social Studies	Elective	0.5	9-12
<a href="#">Civics</a>	In this course students will understand the significance of government, law, and politics. They will examine the United States foundational documents and how they shaped the United States government. Students will examine the purposes and functions of federal, state and local government, the justice system, political systems the environment, and the economy. Learners will evaluate their role and civic responsibility to their families, communities, and country including voting and being a productive member of society. Students will get to know leaders and influential people that have championed many causes including civil rights and the environment. Learners will also learn proper ways to interact in society including interpersonal skills and respecting differences in others including disabilities. Learners will follow a step-by-step approach for successfully completing each lesson, which includes textbook reading, interactive activities, supplemental reading, lecture, video clips, and Power Point presentations to enhance and reinforce learning. Learners receive frequent feedback from teacher and peers through discussions. By the end of the course students will have a deep understanding of their civic responsibilities as well as the difference one individual can make in society.	Social Studies	Core	1	10
<a href="#">Construction: Fundamentals and Careers</a>	Our online construction fundamentals course introduces students to some of the foundational elements of home construction and then does a deep dive into careers, technology, and the future of home construction. It also addresses some of the academic proficiencies that different careers in the field of home construction will have to have. Later in the course, specific careers, career outlooks, and specialized education and training requirements will be covered. Students will discover the varied roles within the field as well as what it takes to own a construction company. Finally, the course delves into green construction and where the future of construction is headed.	Career Readiness	Elective	0.5	9-12
<a href="#">Consumer Math</a>	This course focuses on the mathematics involved in making wise consumer decisions. Students explore the many ways in which mathematics affects their daily lives. The first semester will cover paychecks and wages, taxes, insurance, budgets, bank accounts, credit cards, interest calculations, and comparison shopping. Second semester topics include vehicle and home purchasing, investing, and business and employee management.	Math	Core	1	12

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Creative Writing</a>	Semester A – At the beginning of the semester, students consider the importance of word play exercises in improving their facility with language while building a compelling and creative writing style. Focusing on word nuances and precision, later lessons guide students to write in a variety of short modes—including poetry, song lyrics, prose poetry, short short stories, and creative nonfiction. There are several opportunities for peer review in this semester, during which students learn best practices for participating in writing workshops, and then revise their work using feedback from their peers. Semester B – This semester focuses on longer works of fiction: short stories, plays, and novels. Students learn basic techniques of plot and character development along with strategies for creating suspense and building a theme, and they have opportunities to write in several different genres. Lessons cover a few special topics as well, including graphic novels, animation, comedy, and improvisation. Students apply what they have learned about writing workshops and revising to the longer pieces of writing they create for this semester.	ELA	Elective	1	9-12
<a href="#">Digital Media</a>	Digital Media is a project-based survey of different forms of digital media, such as digital audio, imaging and illustration, movie editing, and animation. It's oriented toward teaching broad, flexible tools and concepts that are not tied to any one platform or program. Each module of the digital media online course ends with a culminating task (like a podcast or short film), and students will be able to draft and develop their projects as they build their skills over each lesson.	Career Readiness	Elective	0.5	9-12
<a href="#">Early Childhood Education A</a>	The Early Childhood Education course is designed to provide an overview of the expectations and roles of the early childhood educator. The course provides details about childhood development, health, nutrition, and guidance strategies to help students understand the exciting and unique opportunities that a career in early childhood education can offer. The course is intended to prepare students for challenges they may face, but to emphasize the rewards of being able to influence the life of a young child. The ability to offer support to children as they learn and grow is a point that is highlighted throughout each lesson.	Career Readiness	Elective	0.5	9-12
<a href="#">Early Childhood Education B</a>	The Early Childhood Education Two course is designed to provide an overview of the professional expectations of being an early childhood educator. Throughout the course, students will learn about what it means to be a professional, including the significance of professional development in any educational role. They will review observational methods and the history of education in the United States, with a focus on early childhood and school-age programs. They will spend a significant portion of the course learning about the importance of Developmentally Appropriate Practice and how to implement DAP strategies. Designing physical, social, and temporal environments will also be a major focus of the course, as will developing relationships with families and communities to strengthen their position and knowledge.	Career Readiness	Elective	0.5	9-12
<a href="#">Earth Science</a>	The first three modules of Semester 1 cover Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution. The first three modules of Semester 2 cover the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science applications.	Science	Core	1	11
<a href="#">Economics</a>	This course introduces the principles and the applications of economics in everyday life. Students develop an understanding of limited resources, and compare it with unlimited wants and needs. Students learn how individual and national economic decisions are made to allocate goods and services among competing users. Students apply economic principles to think and problem solve. The study of Economics uses the view of economic institutions and policies to explore the history, organization, and functions of the U.S. government in controlling our economy. It offers students learning opportunities that build one on another. A goal of the course is for the student to develop the critical skills of analysis, synthesis, and evaluation in a demanding and thoughtful academic setting. Students are encouraged to use their knowledge of the policies and institutions of economics to develop their own views on current economic and monetary issues. They are taught how to apply what they have learned into personal financial activities. The course looks closely at the economic knowledge and values of the country and gives students a look into the problems faced by presidents, and congressional representatives. It also covers the roles of political activists, political parties, interest groups, and the media in shaping the U. S. economy. The Supreme Court is presented as the voice of reason in the balance of powers. Students are encouraged to perform at higher levels as they are presented with historical documents and additional readings, work with a set of facts arranged by theme, become skillful in note-taking, and join in student discussions. Students develop and demonstrate their writing skills by preparing extended research-based papers.	Social Studies	Core	1	10
<a href="#">Financial Literacy</a>	This course is designed to help students budget, keep a checkbook and filing system, deal with debt and credit, and become wiser consumers. Students will learn how money and the dynamics surrounding it affect their relationships, their lifestyles, and their retirement.	Business	Elective	0.5	9-12
<a href="#">French 1</a>	French 1 focuses on developing listening skills by repeated exposure to the spoken language. Speaking skills are encouraged through recommended assignments using voice tools. Reading and writing skills, as well as language structures, are practiced through meaningful, real-life contexts. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.	Foreign Language	Elective	1	9-12
<a href="#">French 2</a>	Semester A focuses on the continuation and enhancement of language skills presented in Level 1. Vocabulary and grammar structures are revisited and expanded to provide students an opportunity to move towards an intermediate comprehension level. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities, reading of culturally-related articles of interest and responding to reading in the target language. The use of technology enhances and reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines. Semester B continues the enhancement of language skills. Vocabulary and grammar structures are revisited and expanded as students explore other French-speaking areas. Speaking and listening skills are enhanced through recommended real-life voice activities. Listening skills are honed through online dialogues. Reading and writing skills are developed through access to completion of meaningful activities related to travel, to the Olympics, to natural disasters, and to the space program. Reading of culturally related articles of interest and responding to reading in the target language, along with the use of technology, reinforces authentic language development and fosters cultural understandings through exposure to native speakers and their daily routines.	Foreign Language	Elective	1	9-12



Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">French 3</a>	<p>French 3 Semester A contains 6 (six) modules. Each module contains 10 (ten) lessons. The purpose of the French 3 course is to further students' language acquisition and to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken. This course is based on the ACTFL standards and provides students with opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials on generally familiar topics. Students identify the main idea(s) and details in texts, dialogues, and videos within a cultural context. They read and interpret authentic materials. They read, speak, write, and listen to short cohesive passages in the present, past, and future times.</p> <p>French 3 Semester B contains 6 (six) modules. Each module contains 10 (ten) lessons. The purpose of the French 3 course is to further students' language acquisition and to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where French is spoken. This course is based on the ACTFL standards and provides students with opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials on generally familiar topics. Students identify the main idea(s) and details in texts, dialogues, and videos within a cultural context. They read and interpret authentic materials. They read, speak, write, and listen to short cohesive passages in present, past, and future times.</p>	Foreign Language	Elective	1	9-12
<a href="#">Geometry</a>	<p>Geometry is the study of the measurement of the world. What makes Geometry so engaging is the relationship of figures and measures to each other, and how these relationships can predict results in the world around us. Through practical applications, the student sees how geometric reasoning provides insight into everyday life. The course begins with the tools needed in Geometry. From these foundations, the student explores the measure of line segments, angles, and two-dimensional figures. Students will learn about similarity, triangles and trigonometric ratios. Geometry A consists of six modules.</p>	Math	Core	1	10
<a href="#">German 1</a>	<p>This German 1A course is an introductory course teaching basic comprehension and communication in German. It coordinates the study of language with culture through the use of video, audio and mass media production. This course assumes prior or no knowledge of the German language. It introduces the fundamentals of conversational and grammatical patterns of the German language with presentations to present the material. Students who complete the course successfully will begin to develop a functional competency in the four primary language areas: speaking, reading, listening and writing, while establishing a solid grammatical base and exploration into German culture.</p> <p>The second semester course will expand on the knowledge gained from German 1A and further develop their skills in pronunciation, grammar skills, grammar structures and vocabulary. Oral practice (via Voice Tools), homework assignments, games, songs, watching videos, quizzes, tests, projects and other activities such as writing wikis and journal entries, will be emphasized to accomplish this goal. The different cultures of the German-speaking world are emphasized through readings, videos and other activities. Taking the time to learn another language is a mind-expanding activity that can open up a world of opportunities and advantages.</p>	Foreign Language	Elective	1	9-12
<a href="#">German 2</a>	<p>In this course, students build on grammar and language skills that they acquired during their G1A and G1B courses. While reviewing basic grammar skills, (present and past tenses), students learn and study stem-changing verb conjugation and explore cultural themes regarding current events, famous German people, music and famous festivals.</p> <p>In the second semester course, students increase their proficiency in being able to communicate by forming more complex German sentences in a variety of tenses using all four cases (Nominative, Accusative, Dative and Genitive). The variety of topics increases also, from exploring different careers to discussing relationships. Cultural themes are entwined throughout this course related to going shopping, to going to the zoo and also to travel throughout the German-speaking world.</p>	Foreign Language	Elective	1	9-12
<a href="#">Health</a>	<p>In this course, students acquire the knowledge and skills they need to lead a healthy life. Semester A focuses on the impact of personal decisions on the student's own health. Students learn how to find, evaluate, and use reliable information related to a variety of health topics. They also study the basic science behind nutrition, exercise, stress, and psychology, and examine how these factors affect a person's overall health. Each lesson in the course guides students in applying what they have learned in the lesson to their own lives and choices—and gives them a chance to discuss the topic with peers and instructors.</p>	Health	Elective	0.5	9-12
<a href="#">Health Careers</a>	<p>In this course students explore a variety of career options related to the health care field, including medicine, nursing, physical therapy, pharmacy, dental careers, child care, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.</p>	Career Readiness	Elective	0.5	9-12
<a href="#">History of Gaming and eSports</a>	<p>In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and e-sports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.</p>	Career Readiness	Elective	0.5	9-12
<a href="#">Individual and Team Sports</a>	<p>To improve and maintain optimum health, it is necessary for people of all ages to participate in physical exercise. There is little doubt that, in addition to students in schools, the number of adults participating in sports and recreational activities in the United States has increased in recent years. Physical education is much more than just fitness and exercise. A well-planned program will cause you to think and express your emotions about different situations. In addition, a good program can make a valuable contribution to your education. These experiences will help you develop a sense of wellness.</p> <p>Emphasis in this course is placed on the value of these sports as possible lifetime activities and on creating a clear explanation of the rules and basic principles of a variety of sports. The sports covered in this course are archery, bicycling, golf, skiing, tennis, volleyball, baseball, basketball, football, hockey, and soccer.</p> <p>Information about the playing area and equipment, basic rules, safety considerations, and terminology for each sport are included in the discussions. For the most part, the information presented in each lesson applies to sports programs throughout most sections of the United States.</p>	Health	Elective	0.5	9-12
<a href="#">Integrated Math 1</a>	<p>In Integrated Math 1, students use arithmetic properties of subsets of integers and rational, irrational and real numbers by simplifying expressions, solving linear equations and inequalities, graphing equations, finding the equation of a line, working with monomials and polynomials, and factoring and completing the square. Students use properties of the number system to judge the validity of results, justifying each step of the procedure to prove or disprove statements. Students compute perimeter, circumference, area, volume and surface area of geometric figures. Students also use basic trigonometric functions defined by the angles of a right triangle.</p>	Math	Elective	1	9-12
<a href="#">Integrated Math 2</a>	<p>Students begin the course learning about the algebraic concepts of functions, equations, inequalities, and complex numbers. They explore exponential and radical expressions, work with polynomials, and apply their knowledge to real-world problems by using algebraic expressions, pictorial and symbolic representation.</p>	Math	Elective	1	9-12
<a href="#">Integrated Math 3</a>	<p>This course blends algebra, geometry, number and quantity, functions, modeling and statistics and probability into one course. Students begin the course learning about the algebraic concepts of functions, equations, logarithms, and graphs and then transitions into triangle and trig ratios. They dive into rational functions and sequences and series.</p>	Math	Elective	1	9-12
<a href="#">Intro to Nursing A</a>	<p>In the first semester students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention.</p>	Career Readiness	Elective	0.5	9-12

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Intro to Nursing B</a>	In semester two students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.	Career Readiness	Elective	0.5	9-12
<a href="#">Journalism</a>	This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group project will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.	Career Readiness	Elective	0.5	9-12
<a href="#">Kindergarten ELA</a>	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. 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. 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. 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. Targeted handwriting activities provide gentle instruction to help students print letters correctly.	ELA	Core	1	K-5
<a href="#">Kindergarten Math</a>	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.	Math	Core	1	K-5
<a href="#">Kindergarten Science</a>	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
<a href="#">Kindergarten Social Studies</a>	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
<a href="#">Language Arts 10</a>	English for grade 10 is an integrated curriculum, with each unit consisting of thematically related lessons in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. The skills that students practice for this course are similar to the skills in English 9 but require more independence and depth of thought. An introductory lesson at the start of each unit helps students identify any areas of weakness and review those topics before starting the more challenging grade 10 lessons. Writing assignments required in Semester A of this course include fiction, expository, and persuasive, and analytical modes, emphasizing the use of details, evidence, and reasoning to support ideas.	ELA	Core	1	10
<a href="#">Language Arts 11</a>	English for grade 11 is an American Literature course, with units organized chronologically according to periods in literary history. As students read foundation works of literature and other historical documents written between 1600 and 1900, they'll review and extend skills in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Each module or unit begins with a lesson that provides historical context for the era and introduces themes that emerged in the literature of that era. Each lesson provides students with an opportunity to review basic analysis skills before applying those skills to works of literature or key historical documents. Lessons focused on more difficult historical documents include activities that help students comprehend the complex ideas in these works.	ELA	Core	1	11
<a href="#">Language Arts 12</a>	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.	ELA	Core	1	12
<a href="#">Language Arts 6</a>	Through a study of myths, fables, and folk tales from different cultures—as well as novels and other modern forms of narrative, students learn the elements common to all forms of literature and also the elements that are unique to each form. In lessons focused on writing and language study, students craft essays in several different modes and learn how to create the more formal style expected for school writing assignments. Lessons in this semester guide students to recognize and reproduce text structures and organizational patterns that work for different types of essays. The writing lessons also demonstrate the kinds of changes that students should make during the revising and editing stages of the writing process.	ELA	Core	1	6
<a href="#">Language Arts 7</a>	Through analysis of written, spoken, and multimedia texts, students will become more critical consumers of information and of various forms of media. They will also synthesize and organize ideas to prepare structured essays in several different modes, including narrative, persuasive, and expository. Each lesson will guide students in learning and applying specific strategies for reading and writing different types of texts. A review of basic English mechanics is included in many of the writing lessons, along with a discussion of levels of formality required for different purposes and audiences. This course provides instruction in many modalities, including audiovisual presentations and videos, interactive activities, projects, and discussions.	ELA	Core	1	7

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Language Arts 8</a>	Students will read and analyze various kinds of written texts, include novels and short fiction, informational texts representing a wide range of topics and forms, and several one-act plays. Lessons in Semester A will also guide students in writing their own narratives and essays, using the readings in the course as both examples and sources of ideas for reflection, analysis, and argument. Students will learn better ways to discuss their thoughts and perceptions with others—they will practice their skills in collaborative discussions as well as informal journal entries, presentations, and speeches. Writing assignments include personal narratives, analytical and persuasive essays, and an original one-act play. Special emphasis is placed on reading in certain content areas, such as science and history, as well as understanding and thinking critically about news and media sources.	ELA	Core	1	8
<a href="#">Language Arts 9</a>	English for grade 9 is an integrated curriculum. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of and details and reasoning to support ideas.	ELA	Core	1	9
<a href="#">Marine Science</a>	About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.	Science	Elective	0.5	9-12
<a href="#">Math 6</a>	Students begin the first semester of this course with a review of how to use basic arithmetic operations with whole numbers, fractions, mixed numbers, and decimals. More complex concepts are built on these basics. Students learn how to express, work with, and solve problems using percentages. They also learn the similarities and differences between ratios, rates, and proportions. They apply these ideas to solving problems involving measurement. This semester ends with an introduction to integers, and how to perform operations on this number set.	Math	Core	1	6
<a href="#">Math 7</a>	In the first semester of grade 7 math online course, students work with problem-solving skills, beginning algebra skills, geometry, decimals, fractions, data analysis, number theory and patterns, percents, and integer use. Projects measure the student's ability to integrate and apply the course objectives. In the 2nd semester continuation of the first semester, students work with fractions; unit conversions; proportions and rates; percents; geometry topics including lines, angles, polygons, polyhedrons, perimeter, area, surface area, volume, and transformations; squares and square roots; permutations and combinations; and probability. Real-life application of concepts is emphasized in all units.	Math	Core	1	7
<a href="#">Math 8</a>	The first semester of grade 8 Math online course will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry and will provide them with a concrete understanding of the basics for algebraic thinking. Students will develop a deeper understanding of the math concepts they have already learned and will stretch their thinking by solving real world problems. The second semester of Math 8 builds on the concepts learned in the first semester and prepares students with the building blocks needed to dive deeper into the exciting world of Algebra and Geometry.	Math	Core	1	8
<a href="#">Math Essentials</a>	Students begin the first semester of this course with a review of how to use basic arithmetic operations with whole numbers, integers, fractions, mixed numbers, and decimals. More complex concepts are built on these basics. Students revisit simplifying order of operation problems. They will also learn how to apply the properties of addition and multiplication, as well as the distributive property, to equation solving. This semester ends with a review of solving inequalities in one- and two-steps. In the second semester of the Math Essentials online course, students apply all of their first semester knowledge to a variety of relevant topics. They learn the relationship among ratios, rates, and proportions, and solve daily problems using proportional reasoning. Students also look at the connection between fractions, decimal numbers, and percentages. They solve problems related to tipping, commissions, interest, and percentage increase or decrease. Next students revisit their coordinate plane and linear function knowledge, expanding their horizons by applying these concepts to other function families. The course then moves to everyday geometric concepts such as perimeter, area, and volume. Students end their year of study with a critical look at scatterplots in the real-world.	Math	Elective	1	9-12
<a href="#">Medicine</a>	This course provides students with an introduction to healthcare, with emphasis on modern, clinical medicine. Students review basic human anatomy and physiology, then study major health concerns affecting people in the U.S. and the world. This comprehensive, 6-unit course examines such topics as infectious diseases, cancer, traumatic injuries, and healthcare career opportunities.	Career Readiness	Elective	0.5	9-12
<a href="#">MS Health</a>	Our middle school health courses will help the student understand the importance of making decisions that will affect his or her physical, emotional, mental and social health. This course will provide students with the knowledge and resources they will need to make responsible informed decisions about their health. Students will have an opportunity to evaluate their own values, opinions and attitudes about health.	Health	Elective	0.5	6-8
<a href="#">Music Appreciation</a>	Students will gain a thorough understanding of music by studying the elements of music, musical instruments, and music history, as well as music advocacy. Students will be introduced to the orchestra and composers from around the world. They will be required to be a composer, performer, instrument inventor, and advocate.	Art	Elective	0.5	9-12
<a href="#">Nutrition</a>	This course takes students through a comprehensive study of nutritional principles and guidelines. Students will learn about world-wide views of nutrition, nutrient requirements, physiological processes, food labeling, healthy weight management, diet related diseases, food handling, nutrition for different populations, and more. Students will gain important knowledge and skills to aid them in attaining and maintaining a healthy and nutritious lifestyle.	Health	Elective	0.5	9-12
<a href="#">Paleontology</a>	From Godzilla to Jurassic Park, dinosaurs continue to captivate us. In this course, students will learn about the fascinating creatures both large and small that roamed the earth before modern man. Watch interesting videos from experts at The Royal Tyrrell Museum, a leading paleontology research facility, and discover how the field of paleontology continues to provide amazing insight into early life on earth.	Science	Elective	0.5	9-12
<a href="#">Personal and Family Finance</a>	We all know money is essential in life, and the financial decisions you make today may have a lasting effect on your future. Explore how to spend and save your money wisely, and learn key financial concepts around taxes, credit, and money management. Discover how education, career choices, and financial planning can lead you in the right direction to making your life simpler, steadier, and more enjoyable.	Career Readiness	Elective	0.5	9-12
<a href="#">Personal Fitness</a>	In this course, students are introduced to exercise and physical fitness and the general recommendations for physical activity, while examining the benefits of exercise, lifestyle choices that can help prevent disease, and tips for kick-starting a healthier lifestyle. Students will explore each type of fitness, include the benefits, and the federal guidelines for exercise in detail. Students will also learn about bones and joints and the functions of the skeleton, and the different types of movements that occur at various joints. Students will learn about the different types of muscle in their bodies, and how they are structured, with particular attention to the different types of muscle fibers. Students will explore the functions that muscles perform, how they work, and their interaction with the central nervous system and special considerations for safe and effective exercise.  Students will learn how the cardio and respiratory systems work and interact with each other and about the different blood vessels that make up the circulatory (vascular) system. Students will learn about the body's energy systems and how eating and drinking relates to exercise. Finally, students will learn about the psychology of exercising.	Health	Elective	0.5	9-12

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Physical Education</a>	Physical Education encompasses learning how to live and maintain a healthy lifestyle. This course covers physical fitness, why it is important, how to have a healthy attitude, and how to stick with a healthy game plan. In this ever-changing world, physical fitness becomes more important and more difficult to find the time for. This course allows the student to discover how to make physical fitness not only a part of their daily life, but also see that it is attainable. This course leads the student to discover healthy behaviors and sets the tone for physical fitness as well as healthy exercise. PE for a Healthy Lifestyle will examine the emotional, physical, and scientific factors that influence physical performance. This course is designed for anyone, ranging from the beginner to advanced abilities.	Health	Elective	1	9-12
<a href="#">Physical Science</a>	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life. This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.	Science	Core	1	9
<a href="#">Physics</a>	Students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion, energy, and simple machines. Students apply mathematical concepts such as graphing and trigonometry in order to solve physics problems. Physics B continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry..	Science	Elective	1	9-12
<a href="#">Pre-Algebra</a>	Pre-Algebra A will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry. They will develop skills that will be necessary throughout their life. Students will stretch their thinking by learning to solve real world problems. Learning math and algebra concepts can be fun. Abstract ideas can be challenging for many students but the challenge is one they can meet. Concepts are presented with a little humor, making the learning fun. Students will enjoy learning each new concept and develop a deeper understanding of the math skills they already have. Each concept is presented using examples of the skills, concepts, and strategies students will need. Scaffolding of ideas is provided to ensure student learning.	Math	Elective	1	9-12
<a href="#">Pre-Calculus</a>	In this course, students will understand and apply concepts, graphs and applications of a variety of families of functions, including polynomial, exponential, logarithmic, logistic and trigonometric. An emphasis will be placed on use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments, and on examinations.	Math	Elective	1	9-12
<a href="#">Psychology A</a>	In Psychology A the student begins with a brief history of psychologists and their experimental methods. Next they examine personality theories. Then human development from the infant stage through adult stage is explored. Finally, the last part of the course is about consciousness: sleep, dreams, and conscious-altering substances. Students are encouraged to increase their own self-awareness as they move through the course.	Social Studies	Elective	0.5	9-12
<a href="#">Psychology B</a>	Students continue to learn about psychology. Students examine the nature of intelligence in humans and animals, including the origin of intelligence and how to measure it. They learn about learning with an emphasis on classical and operant conditioning. Students also investigate social psychology and psychological disorders. They demonstrate their understanding by completing projects in which they play roles like teacher, parent, and psychologist.	Social Studies	Elective	0.5	9-12
<a href="#">Renewable Energy</a>	The earth's population is growing rapidly, and we need to find new, innovative ways to ensure that we are able to provide for our global energy needs. Students will look at the reasons why sustainability is important, take a balanced and evidence-based look at climate change, and learn new ways that we can harness renewable resources.	Science	Elective	0.5	9-12
<a href="#">Robotics: Applications and Careers</a>	It seems like many elementary to high school robotics courses are focused on simply coding a Lego robot to move its mechanical arm up and down. This course, in contrast, teaches students what a robot is and how it relates to other key technologies such as artificial intelligence and machine learning. Then the course examines 10 applications of robots and how they will change and impact various aspects of our lives and the economy. Will robots simply steal our jobs, or will they be a tool that will create new opportunities and even free humans to use our creativity and curiosity to their full potential? Students will grapple with this and many other questions as they explore this vital, future-focused subject.	Career Readiness	Elective	0.5	9-12
<a href="#">Science 6</a>	Science 6 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science. The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.	Science	Core	1	6
<a href="#">Science 7</a>	Science 7 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science. The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.	Science	Core	1	7
<a href="#">Science 8</a>	Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science. The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.	Science	Core	1	8
<a href="#">Smart Cities: Technology and Applications</a>	This course will provide students with an overview of smart cities. The course will begin by providing a foundational explanation of what constitutes a smart city and why they are beginning to pop up around the globe. With a firm understanding of what a smart city is, the majority of the course will focus on various aspects of them such as energy, transportation, data, infrastructure, mobility, and IOT devices. The course will conclude with an analysis of careers related to smart cities.	Career Readiness	Elective	0.5	9-12
<a href="#">Social Media Business Marketing</a>	Whether it's posting pictures, videos, or interacting in the metaverse, today's students who aspire to apply their social media skills to business marketing must be prepared! This course on Social Media Business Marketing provides them with the foundational knowledge of social media technology and marketing principles. The course begins with an introduction to Social Media platforms and then goes in depth into the marketing and advertising strategies used to support a company's social media strategy and campaigns. Through activities and projects, students will gain firsthand knowledge of this exciting field.	Career Readiness	Elective	0.5	9-12
<a href="#">Social Studies 6</a>	In this exploratory course, students will get an overview of both physical and human geography. To start their studies students will define and describe the five themes of geography: location, place, region, human-environment interaction, and movement. The students will explore each of the major regions of the world—the Americas, Europe, Africa, the Middle East, Central and Eastern Asia, and Southern Asia and Oceania—while focusing on these five themes.	Social Studies	Core	1	6

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">Social Studies 7</a>	Social Studies 7 introduces students to the beginnings of ancient civilization. We will trace the path of human origins in Africa and follow the path of migration around the Earth. This course will help students understand why we study history and the process in which we form conclusions about events in the past. Students will begin to learn about the major ancient civilization around the world and their cultures. Modern civilizations can trace their foundations to these ancient civilizations, and their cultures and histories teach us much about ourselves and the modern world in which we live.	Social Studies	Core	1	7
<a href="#">Social Studies 8</a>	This study of the history of the United States emphasizes how ideas, events, and philosophies have shaped the nation. Students will learn about America's past while mastering the skills of historical interpretation. Study begins with the earliest arrivals of people and ends with the conclusion of the Civil War.	Social Studies	Core	1	8
<a href="#">Sociology</a>	Sociology examines the basics of sociology, which is the study of society including individuals, human groups, and organizations. The course is divided into four main areas: the sociological perspective, social structures, inequality in society, and social institutions and change. Students will examine controversies around social change, inequality, gender, and race. The course revolves around an overview of the field with projects that offer the student a chance to explore from a sociologist's perspective.	Social Studies	Elective	0.5	9-12
<a href="#">Space Exploration</a>	In 1961, Yuri Gagarin became the first human to go to space. In 1969, Neil Armstrong became the first human to step on the moon. This comprehensive course will examine the history and future of space travel. Find out how we have put people in space in the past, and what it will take for us to reach new frontiers, including Mars and beyond.	Science	Elective	0.5	9-12
<a href="#">Spanish 1</a>	Spanish 1, Semester A, is an introduction to Spanish language and culture. Students learn to start with the basics of greetings and basic conversation, working to incorporate ideas from their life and experiences in Spanish conversation. This will be accomplished through written and verbal expression of the Spanish language.  Building upon Semester A, Spanish 1 Semester B expands to asking questions and conversational Spanish throughout one's neighborhood and daily life. Through real-life scenarios and learning examples, students will describe situations, in Spanish, both verbally and written.	Foreign Language	Elective	1	9-12
<a href="#">Spanish 2</a>	Students build upon the foundation developed in Spanish 1. They continue to build vocabulary, learn new verb tenses and other grammar concepts, and they increase their ability to communicate with others. They learn new concepts, like reflexive verbs, infinitive expressions, commands, the imperfect tense. Semester B will continue building on vocabulary, grammar concepts and communicating effectively in the target language. You will explore new countries where Spanish is spoken and continue to keep abreast of current events in the Spanish-speaking world.	Foreign Language	Elective	1	9-12
<a href="#">Spanish 3</a>	Students continue to develop their ability in reading, writing, speaking, and understanding Spanish through a systematic review of its structure. Students focus on applying vocabulary in a wider array of situations by learning about the past progressive and subjunctive moods and the present perfect, future, and conditional tenses.	Foreign Language	Elective	1	9-12
<a href="#">Speech</a>	This course is an introduction to public speaking that emphasizes the communication process, types of speeches, and argumentation. The purpose of this course is to prepare students for public speaking situations, decrease speaker anxiety, and provide them with basic principles of research and organization needed for effective speeches.	ELA	Elective	0.5	9-12
<a href="#">Startups and Innovation</a>	Students hear a lot of contradictory advice in life. On one hand, they may hear something like "Follow your dreams. Pursue your passion and the money will come!" On the other hand, they may hear something completely opposite, like "Most startups fail! It's much safer to get a safe, steady job." So which side is right? Given the massive changes to the economy and society, the skills of entrepreneurship are going to be critical in building a lasting career. The entrepreneurial mindset of searching for opportunities, creating value, and solving pain points will always be valuable. And this mindset applies not just to starting a business, but in any organization that someone is a part of: school, established companies, or non-profits. In this course, students will explore how to use this mindset to create the next world-class startup.	Career Readiness	Elective	0.5	9-12
<a href="#">Study Skills and Strategies</a>	The Study Skills and Strategies course equips students with skills and understandings critical to effective learning. Using a unique approach to the traditional topic of study skills, this course weaves understanding regarding the role of the brain in learning into the instruction of discrete learning skills and strategies. Moving beyond a list of good tips and ideas, the Study Skills and Strategies course will challenge students to develop intentional approaches to learning. They will be required to make connections between the strategies and skills they learn in this course and the implementation of those strategies and skills in their other coursework. Upon completion of the course, students will have learned a variety of specific learning skills and strategies, gained greater understanding of their own learning preferences, and become prepared to develop and implement specific learning and study plans for any academic course or other learning needs.	Career Readiness	Elective	0.5	9-12
<a href="#">Teaching as a Profession</a>	Teaching can be a highly rewarding profession. Throughout the course, students will explore career opportunities within the field of education. They will learn what it means to be a professional in the classroom, whether it be working alongside co-teachers or managing an inclusive and diverse group of students. Students will learn about the code of conduct expected of educational professionals. Students will explore the history and best practices in the teaching profession as well as professional development opportunities. They will discover what it means to emerge as leaders in the field.	Career Readiness	Elective	0.5	9-12
<a href="#">Theater Studies</a>	Have you ever wondered how a play goes from the playwright's mind all the way into a multi-million dollar Broadway production? In this course, you'll learn the whole process! This course provides a thorough introduction to the theater by providing an overview of major topics in theater studies, with a blend of theoretical and practical lessons. In the first half of this course you will learn about the definitions of theater, theater history, and contemporary theatrical genres. The second half of the course will guide you through all of the elements of putting on a professional theatrical production. You will learn about the entire production process, from playwriting through opening night, including elements of technical theater, the rehearsal process, and audience response. Whether you're an aspiring actor, technician, director, or producer, or even just an avid theater-goer, this course is for you.	Art	Elective	0.5	9-12
<a href="#">Transportation Technologies</a>	This course introduces students to the newest and most cutting-edge futuristic transportation technologies out there. Students gain familiarity with the history of transportation development and understand a framework with which to evaluate new transportation modes. Then the course dives into 10 different technologies on the horizon. Students examine the technologies, the pros and cons of each mode, and explore potential career paths in these emerging fields.	Career Readiness	Elective	0.5	9-12
<a href="#">World Geography and Cultures</a>	The student will be taught to use the basic skills of map reading and development, geographic technology, and the recognition of geographic themes to make sense of the world. The course examines world regions including the nations, people, and cultures of the Americas and Western Europe. The second-semester continues to teach the basic skills of map reading and development, the use of geographic technology, and the recognition of geographic themes. The focus examines the world regions, including the nations, people, and cultures of Central Europe and Northern Eurasia, Central and Southwest Asia, South Asia, Africa, East Asia, and the Pacific.	Social Studies	Elective	1	9-12

Course Name	Course Description	Subject	Core / Elective Class	Credits	Grade Level
<a href="#">World History</a>	<p>World History begins with a focus on the skills needed to read, understand, and analyze history, also demonstrating how historians and social scientists arrive at their conclusions about human history. Semester A covers the history of civilization from hunter-gatherer societies through the characteristics of the earliest civilizations to the Enlightenment period in Western Europe. The second half of Semester A explores early intellectual, spiritual, and political movements and their impact on interactions among world cultures.</p> <p>Semester B applies the reading and analytical strategies introduced in Semester A to the events and movements that created the modern world. In the second semester, World History emphasizes the effects of the Industrial Revolution and changing attitudes about science and religion as well as the impact of European colonization. Students are encouraged to make connections between World War I and II and events related to the Cold War and between 19th-century imperialism and modern independence movements.</p>	Social Studies	Core	1	11

## **Business and Finance Committee**

Tuesday August 13, 2024

6:00 p.m., Superintendent's Office

### **Meeting Minutes**

Attendance: Kris Cole, Dave Hazekamp, Jason Kennedy, Elroy Buckner, Jessica Wiseman, and Mark Mesbergen

#### 1. Garage Lifts

Mark discussed the RFP and the one response that we received to replace our current lifts at the bus garage. The bid was to replace our current in ground lifts in two bays (includes the concrete work to fill in the holes) to lifts that are portable. Our current lifts are 20 years old and need to be replaced. The Building and Site funds will be used to pay for the lifts.

#### 2. Collective Bargaining Tentative Agreements

Mark gave an update on the tentative agreements that were on the Personnel Committee. He discussed the financial impact of those agreements.

#### 3. Other – Van with wheelchair lift

Mark presented a price on a van with a wheelchair lift. We currently have a student that will attend CTC in the afternoon that needs a wheelchair lift and we do not have a way to get the student from the CTC to the High School. This is due to our 6 special education buses (only buses with a lift) being on the routes at the time in which we would need to pick up the CTC students. The district is recommending to purchase this van using Building and Site Funds.

#### 4. Other – Board Policy

Jason gave an update on the board policy updates.

Meeting adjourned at 6:36 p.m.

Respectfully submitted by Mark Mesbergen

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XI-2

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Approval of Bus Garage Lifts

**Background Information:**

Our current lifts at the bus garage are approaching 20 years old. Those lifts (two bays) are starting to show their age and are beginning to break down. The District created an RFP for portable lifts as the current ones are in the ground. The attached proposal is to remove and fill in with concrete, along with two bays worth of lifts. This is the company that worked with the District to generate the RFP.

**Financial Impact:**

\$118,000 coming out of the Building and Site Fund.

**Recommended Action:**

To approve the recommendation to replace our current bus garage lifts with those in the attached proposal.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin  
         \_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg





FAMILIAL RELATIONSHIP DISCLOSURE FORM AFFIDAVIT OF BIDDER

The undersigned, the owner or authorized officer of American Hoist Air & Lube Equipment Co Inc (the Bidder), pursuant to the familial disclosure requirements provided in the Advertisement for Bid, hereby represents and warrants, except as provided below, that no familial relationships exist between the owner(s) or any employee of American Hoist Air & Lube Equipment Co Inc (the Bidder) and any member of the Board of Education of the School District or the Superintendent of Fruitport Community Schools.

List and describe any Familial Relationships:

N/A

BIDDER: American Hoist Air & Lube Equipment Co Inc

By: Paul Richard

Its: COO



STATE OF MICHIGAN )

COUNTY OF Kent ) ss. )

The instrument was acknowledged before me on the 2nd day of August, 2024, by Paul Richard.

Kayla Krauss

, Notary Public

Barry County, Michigan

KAYLA KRAUSS  
Notary public, State of Michigan  
County of BARRY  
My commission expires 31-Mar-2029  
Acting in the County of Kent

My Commission Expires: March 31, 2029

Acting in the County of: Kent



**AFFIDAVIT OF COMPLIANCE – IRAN ECONOMIC SANCTIONS ACT**

Michigan Public Act No. 517 of 2012

The undersigned, the owner or authorized officer of the below-named applicant (the "Applicant"), pursuant to the compliance certification requirement provided in the Fruitport Community Schools (the "School District") Request For Proposals (the "RFP"), hereby certified, represents and warrants that the Applicant \*(including its officers, directors and employees) is not an "Iran linked business" within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517 of 2012 (the "Act"), and that in the event Applicant is awarded a contract as a result of the aforementioned RFP, the Applicant will not become an "Iran linked business" at any time during the course of performing any services under the contract.

The Contract further acknowledges that any person who is found to have submitted a false certification is responsible for a civil penalty of not more than \$250,000.00 or 2 time the amount of the contract or proposed contract for which the false certification was made, whichever is greater, the cost of the School District's investigation, and reasonable attorney fees, in addition to the fine. Moreover, any person who submitted a false certification shall be ineligible to bid on a request for proposal for three (3) years from the date that it is determined that the person has submitted the false certification.

APPLICANT: American Hoist Air & Lube Equipment Co Inc  
Name of Applicant By: Paul Richard  
Title: COO  
Date: 8/2/2024



STATE OF MICHIGAN     )  
  ) ss.  
COUNTY OF Kent     )

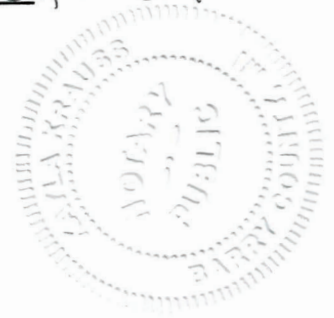
The instrument was acknowledged before me on the 2nd day of August, 2024,  
by Paul Richard.

KAYLA KRAUSS  
Notary public, State of Michigan  
County of BARRY  
My commission expires 31-Mar-2029  
Acting in the County of Kent

  
Notary Public Kayla Krauss  
Barry County, Michigan

Acting in the County of: Kent

My Commission Expires: March 31, 2029







# MACH™ SERIES LIFTS

## MOBILE COLUMN LIFTING SYSTEMS

14,000 LBS. TO 18,800 LBS. COLUMN CAPACITIES

The faster and easier choice for your maintenance facility.



POWERED BY **RedFire**  PROUDLY MADE IN MADISON, INDIANA



ENVIRONMENTALLY-FRIENDLY

Unmatched lifting versatility with the mobility to monitor and adjust anywhere in the shop.



# MCHM419

Shown: MCHM419U1A00 / Wireless remote-controlled model

# FLEXMAX™ REMOTE LIFTING SYSTEMS

## FLEXMAX™ WIRELESS REMOTE- CONTROLLED LIFTING

Premium FLEXMAX™ lifts provide unmatched lifting versatility and flexibility.

### EXCLUSIVE!

Wireless, hand-held remote control walks the technician through the system set up.

REDFIRE™ Technology gives you the fastest set up time and easiest lift operation in the industry.



FLEXMAX™ single column controls allow user with remote to select and change column groups and cycle lifts from any column.



Exclusive LOCK LIGHT™ indicates when a column is on its locks.

Standard with FLEXMAX™ lifts.

### FLEXMAX™ LIFT FEATURES:

- Wireless, Remote-Controlled Lifting
- Powered by RedFire™ Technology
- Operational Controls at Each Column
- Configure Sets of 2, 4, 6 or 8 Columns
- 24V DC Batteries Operate System
- 110V On-board Charger
- Easy to Move Adjustable Forks
- Wheel Rim Size: 9" to 24"
- Forklift Pockets for Lift Relocation
- Spring Loaded Steering and Braking
- Rubber-coated Steel Wheels
- Environmentally-friendly Benefits
- Inverted Hydraulic Cylinder Rod



WIRELESS CONTROLS  
NO CABLES / NO CORDS



POWERED BY

**RedFire**



Shown: MCHM419U100

**FLEXMAX419**

18,800 lbs. capacity column



### WATCH THE PRODUCT VIDEO

See how fast and easy it is to set up and operate FLEXMAX lifts

## MCHM19 FLEXMAX™ 18,800 LBS. COLUMN CAPACITIES

Group of 2 columns / 37,600 lbs. Capacity  
Group of 4 columns / 75,200 lbs. Capacity  
Group of 6 columns / 112,800 lbs. Capacity  
Group of 8 columns / 150,400 lbs. Capacity

Rise: 69" (1760 mm)

Column width: 45 1/2" (1156mm)

Clearance / fork to column: 10" (254mm)

Speed of rise: 78 seconds

Charging voltage: 110v charger\* (2.5 amps max.)

LIFT COLOR IS BLACK



## MCHM14 FLEXMAX™ 14,000 LBS. COLUMN CAPACITIES

Group of 2 columns / 28,000 lbs. Capacity  
Group of 4 columns / 56,000 lbs. Capacity  
Group of 6 columns / 84,000 lbs. Capacity  
Group of 8 columns / 112,000 lbs. Capacity

Rise: 69" (1760 mm)

Column width: 43" (1092 mm)

Clearance / fork to column: 10" (254 mm)

Speed of rise: 68 seconds

Charging voltage: 110v charger\* (2.5 amps max.)

LIFT COLOR IS BLACK \* Call factory for alternate voltage





# MACH™ SERIES LIFTS

## WIRELESS MCHW18 SERIES LIFTS

Take advantage of the power and mobility to make repairs anywhere in your shop!

The set-up time and lifting speed beats the competition hands down with fewer steps to put the lift in service.

### MACH™ LIFT FEATURES:

- Intuitive Operational Controls with No Master/Slave Column
- Configure Sets of 2, 4, 6 or 8 Columns
- 24V DC Batteries Operate System
- 110V On-board Charger
- Easy to Move Adjustable Forks
- Wheel Rim Size: 9" to 24"
- Forklift Pockets for Lift Relocation
- Spring Loaded Steering and Braking
- Rubber-coated Steel Wheels
- Environmentally-friendly Benefits
- Inverted Hydraulic Cylinder Rod



### WATCH THE PRODUCT VIDEO

Learn more about our industry-leading lift features



WIRELESS CONTROLS  
NO CABLES / NO CORDS



Shown: MCH418100

### MCHW418

18,000 lbs. capacity column



## MCHW18

### 18,000 LBS. COLUMN CAPACITIES

Group of 2 columns / 36,000 lbs. Capacity  
Group of 4 columns / 72,000 lbs. Capacity  
Group of 6 columns / 108,000 lbs. Capacity  
Group of 8 columns / 144,000 lbs. Capacity

**Rise:** 69" (1760 mm)

**Column width:** 45 1/2" (1156mm)

**Clearance / fork to column:** 10" (254 mm)

**Speed of rise:** 78 seconds

**Charging voltage:** 110v charger\* (2.5 amps max.)

LIFT COLOR IS RED



## WIRED MCH14 SERIES LIFTS

SAME LEADING FEATURES WITH CORDED COLUMN COMMUNICATION

**INTUITIVE CONTROLS AT EACH COLUMN**  
**SAVE TIME WITH EACH SERVICE CYCLE WITH THESE FEATURES**

## MCH14 WIRED

### 14,000 LBS. COLUMN CAPACITIES

Group of 2 columns / 28,000 lbs. Capacity  
Group of 4 columns / 56,000 lbs. Capacity  
Group of 6 columns / 84,000 lbs. Capacity  
Group of 8 columns / 112,000 lbs. Capacity

**Rise:** 69" (1760 mm)

**Column width:** 43" (1092 mm)

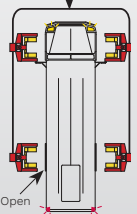
**Clearance / fork to column:** 10" (254 mm)

**Speed of rise:** 68 seconds

**Charging voltage:** 110v charger\* (2.5 amps max.)

LIFT COLOR IS BLACK \*Call factory for alternate voltage

Communication Cable



### Innovative Horseshoe Wiring

- Three cables versus 4 form a horseshoe
- Front or back of the lift is always open
- No need to disconnect and reconnect cables



### OPTIONAL Retractable Cord Reels with Quick Connect Cables

- Easy one-handed connectivity
- No waste of time handling cables

# VERSATILE DRIVE-ON CONVERSION KIT

## M140015 MACH4 PLUS RUNWAY SYSTEM

For Use with MCHM19  
or MCHW18 Series  
Column Lifts

60,000 lbs. Capacity  
Runway Length: 33'

Convert your mobile  
column series lifts into  
a heavy duty drive-on  
lift for vehicle inspection,  
scheduled maintenance,  
and wheel service.

- Accommodate wheelbases up to 33' (396")
- Fully hydraulic operation
- Fast battery operation with controls at all 4 columns
- No 4 post cables or sheaves to maintain
- Internal airlines included for optional rolling jacks and air tools



Shown: MCH418U100 with M140015 runway system

SPECIFICATIONS	M140015RD
Lifting Capacity	60,000 lbs. (27215kg) †
Runway Length	33' (396" / 10058mm)
Max. Rise / Floor to top of runway	78" (1981mm)
Length Overall	40' 7-1/2" (12382mm)
Width Overall - outside controls	15' 11" (4851mm)
Height of Columns when raised	144 - 3/4" (3677mm)
Width of Runways	28" (711mm)
Drive Thru Between Columns	11'-10" (3607mm)
Runway Spacing	45" (1143mm)
Rise Time	78 seconds
Ramp Angle	10 degrees
Power Usage	Battery powered Charges on 110V

† WITH MCH18 SERIES and FLEX MAX 19 SERIES LIFTS



Shown: MCH418U100 with M140015 runway system

## OPTIONAL RUNWAY LIFT ACCESSORIES

### Rolling Bridge Jacks

Air operated rolling bridge jacks can be attached to the runways creating additional lifting options for greater versatility.

**FOR 60,000 lbs. CAPACITY LIFTS**

RJ25BK / 25,000 lbs. (11363 kg) with lock  
RJ30BK / 30,000 lbs. (13610 kg) with lock



### Portable Maintenance Jack Stands

RS20SYL / Screw-Type Adjustable  
56.1"-82.3" / 20,000 lbs. Capacity

RS2052SYL / Screw-Type Adjustable  
34.3 "-55.5" / 20,000 lbs. Capacity

RS20-VAYL / V-Shaped Adapter  
For 20K Jack Stands - 1 per stand



All jack stands meet the required ASME PASE-2014 safety requirements for portable service equipment.

Always use safety stands when installing or removing heavy components.

### Air Operated Tire and Wheel Lifts

Offers maximum maneuverability and adjustable lifting and lowering speeds. Provides technicians with responsive and easy positioning of the tire and wheel, easy alignment of the wheel and hub and a quick transfer to the wheel balancer. Includes air hose and auxiliary air tool connection.

MW-200 / 200 lbs. capacity  
MW-500 / 500 lbs. capacity



### LED Runway Lighting Kit

FA5700 / TECH LIGHT™ Line Light 4



Attach the four 54" light wands to runways for effective, efficient lighting where you need it.

**Lighting unit includes**  
60W power supply unit  
16' cable lengths  
8 magnetic suspensions  
120V AC input voltage at 60hz

### Drive-Thru Ramp Kit M140099RD / 10' Ramps

Adding a drive-thru ramp kit creates a quick and easy on-off service operation for service bays.





# FORE and AFT END LIFT KIT

## M140168YL

### WHEELS-FREE FRAME-ENGAGING END LIFT KIT

For Use With Two MCHM19,  
MCHW18, MCHM14, or  
MCH14 Mobile Columns on  
Full Frame Vehicles.

18,000 lbs. Maximum Capacity / 9K per column  
Widest reach in the industry at 43"



Standard with 3.5", 5", and 10"  
adapter extensions for greater reach.



**M110108BK**  
Optional storage cart for lifting kit

#### FORE / AFT END LIFT KIT #M140168

SPECIFICATIONS	
Column Configuration	2 columns
Capacity per set	18,000 lbs.
Max. Rise / Floor to top of runway	69" (1760mm)
Fork to column clearance	10" (254 mm)
Adapter reach	12" Narrow Position 43 1/2" Widest Position 9 1/2" Lowest Pickup Height
Speed of rise	78 seconds / 68 seconds



Shown: MCH418U100 with  
M140168 frame lift kit  
18,000 lbs. capacity lift

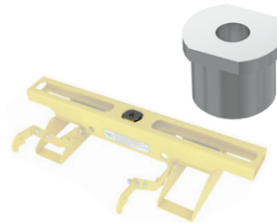
Service two  
vehicles at once  
using a single set  
of four columns.



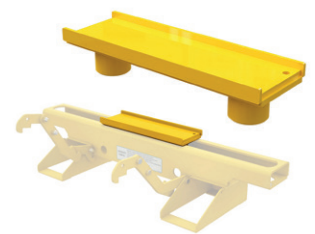
Lift vehicles by the front and rear  
the using stacking adapters.

#### OPTIONAL M140168YL ADAPTER ACCESSORIES

**M130242**  
BALL HITCH ADAPTER

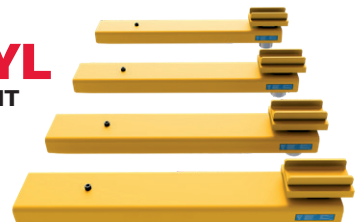


**M120651**  
WIDE CENTER ADAPTER



**M140180YL**  
CAB OFF ADAPTER KIT

Contains (4) adapters  
on extended arms  
and (4) ratchet straps





# FRAME-ENGAGING CROSS BEAM KITS

**Service wheels and tires with ease. Pick up buses, RVs and more with wheels-free, frame-engaging cross beam kits.**

**For Use with MCHM419 or MCHW418 Series Lifts**



Shown: M140070 low profile cross beam with optional jack stands



Shown: FD2448 extra-wide drive-on ramp for wingplow trucks

**WARNING:**

Never exceed rated capacity.

**Refer to operating instructions supplied with lift for proper lifting procedures.**

Operate mobile column lifts to desired height.

Always use safety stands as needed or when installing or removing heavy components.



**CAUTION:**

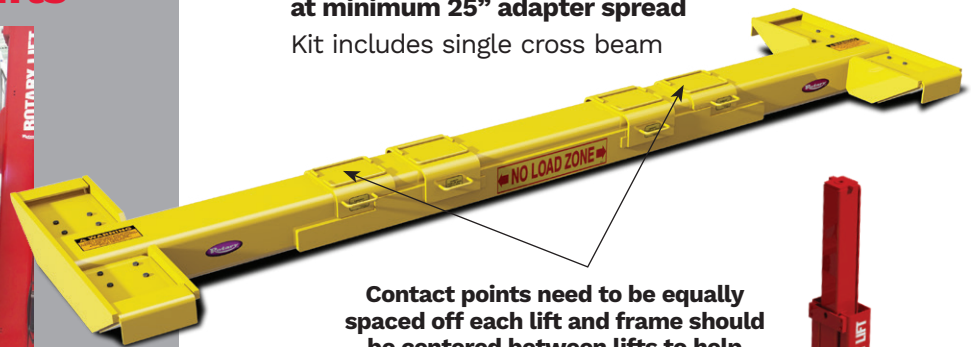
Never use a bent or damaged crossbeam. Always have an authorized installer make any repairs or replacements. Crossbeams are not to be used as wheel engagement lifts. Do not change or modify the crossbeam in any manner.

## M140070YL LOW PROFILE CROSS BEAM KIT

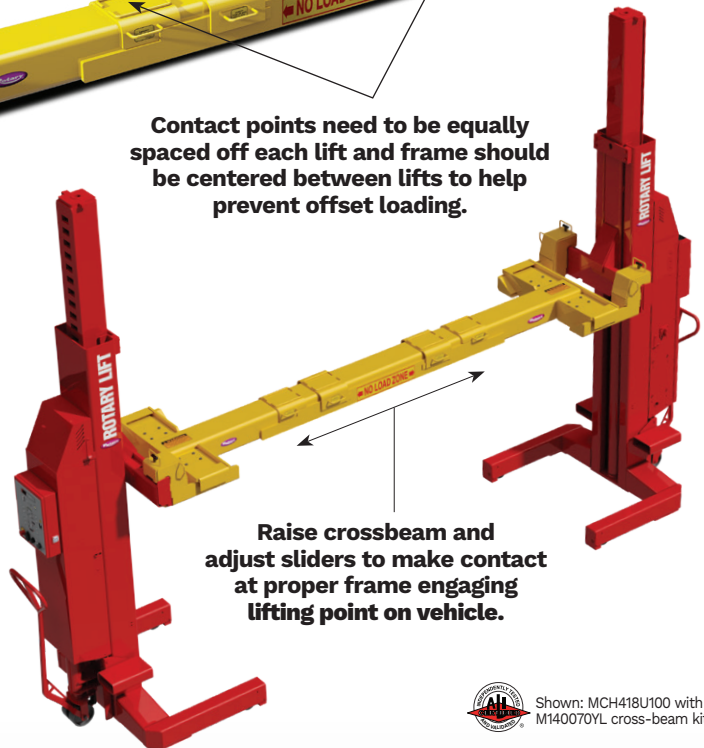
**30,000 lbs Capacity**  
at maximum 49" adapter spread

**21,000 lbs. Capacity**  
at minimum 25" adapter spread

Kit includes single cross beam

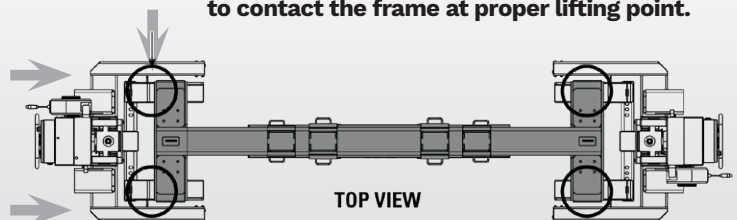


Contact points need to be equally spaced off each lift and frame should be centered between lifts to help prevent offset loading.



Raise crossbeam and adjust sliders to make contact at proper frame engaging lifting point on vehicle.

Simply push crossbeam lift adapter into desired position under vehicle. Push the mobile column fork arms into beam ends completely until ends of crossbeam rest on the heel of the forks. Raise crossbeam and adjust to contact the frame at proper lifting point.



Shown: MCH418U100 with M140070YL cross-beam kit

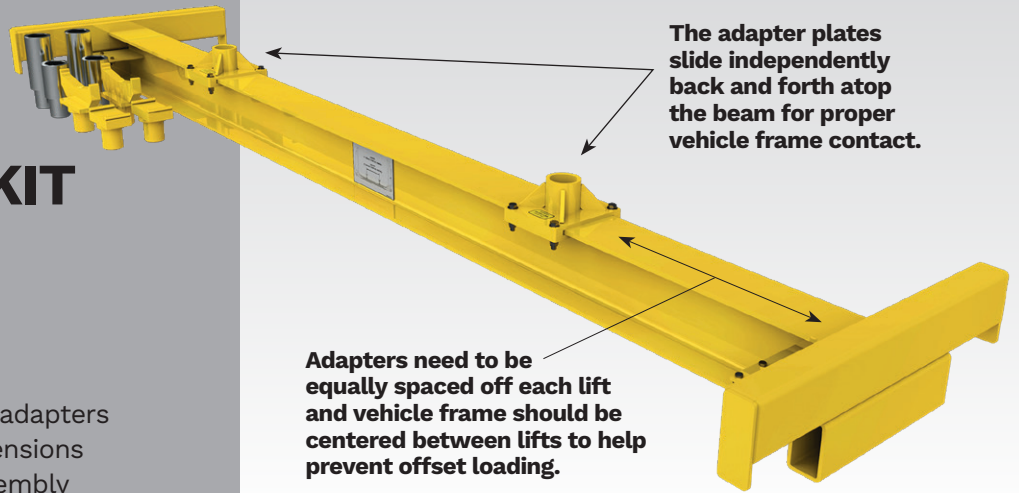
# ML41YL

## SADDLE BEAM KIT

32,000 lbs Capacity at maximum  
72" adapter spread

24,000 lbs. Capacity at minimum  
49" adapter spread

- Kit includes single cross beam
- Two (2) pairs of frame-engaging adapters
- Two each 5" and 8" adapter extensions
- Portable with built in wheel assembly



Raise crossbeam and adjust sliding adapters to contact the frame at proper lifting point.

Adapters are for frame engagement only.

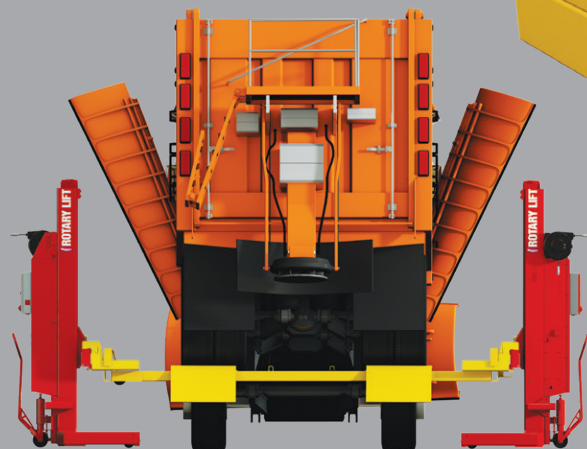
## DRIVE-ON RAMP STYLE KITS

# FD2448KITYL

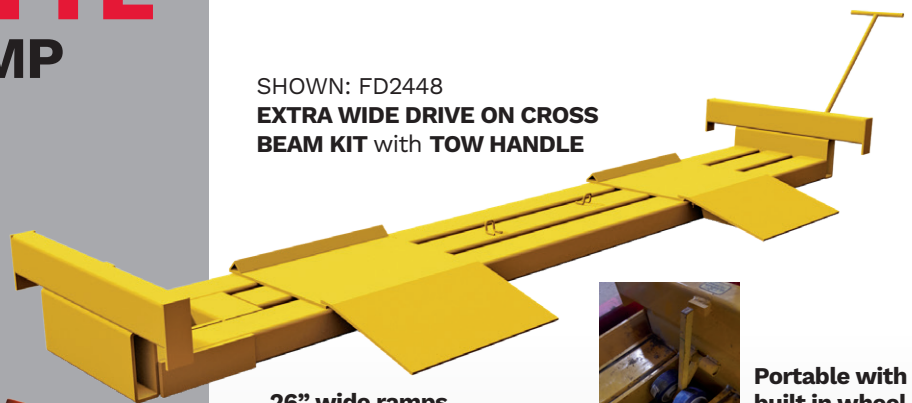
## EXTRA WIDE RAMP FOR WINGPLOW TRUCKS PICKUP

28,000 lbs Capacity  
154" Drive-Thru Width

- Kit includes single cross beam



SHOWN: FD2448  
EXTRA WIDE DRIVE ON CROSS  
BEAM KIT with TOW HANDLE



# FD2353KITYL

## DRIVE-ON BEAM KIT FOR RV PICKUP

22,000 lbs Capacity / 130" Drive-Thru Width

- Kit includes single cross beam
- 26" wide ramps with wheel chocks



# CHOOSE THE RIGHT LIFT FOR YOUR SHOP MOBILE COLUMNS



SCAN FOR MOBILE COLUMN INFO

“We wanted a product that was worth the cost and easy to use and supported our core value of safety. What we found with the Rotary lift system is that it helped reduce the number of knee injuries, back injuries and hand injuries.”

- James Enright  
Regional Maintenance Director Schneider National

“After extensive testing of multiple mobile column lifts, I chose Rotary mobile lifts as having the most advanced design, most options and ease of relocating being the best choice for the city. After receiving the lifts, Rotary’s customer service and local distributor experience was exceptional.”

- Daniel S. Corbin  
Fleet Operations Manager  
Summerville, South Carolina

“The thing that really stood out for us was the remote control. We did not see that anyone else would offer that, I think that its definitely helped us be more efficient. Would I recommend Rotary’s FLEX series mobile columns? I absolutely would. The quality is there. The service is there. The parts are available and they’re an American company.”

- Mitch Corwin  
Transportation Supervisor  
New Albany Floyd County Consolidated School System, New Albany, IN

“Rotary has been a Godsend to us because the main thing is we get vehicles repaired and back on the road quicker. Our down list that we get every day has shrunk to a quarter of the size that is used to be...it makes a huge, huge difference.”

- George Jacobs  
President, Windy City Limousine and Bus  
Chicago, IL

## OPTIONAL LIFT ACCESSORIES

Contact the manufacturer for proper lift application

**M140112 / Locklight™ Safety Light / MCH Kit**  
Light indicates when lift is set on its locks. Compatible & retrofitable with DC versions of MCH13 and MCH18 columns.

**M140115 / Locklight™ Safety Light / MCH Kit**  
Light indicates when lift is set on its locks. For MCH columns with pressure gauges already installed.

**M140171BK / 24V DC LED Service Lamp Kit**  
Operates on column’s battery power. Includes 2 lamps. Lights ensure workspace around the lift is well illuminated increasing safety

**M140001RD / Long Fork Kit for recessed wheels**  
Includes two 22" forks and two 8" leg extensions. Reduces capacity of column to 12,000 lbs. For 18K MCH and 19K Flex MAX Models

**M140041RD / Long Fork Kit for recessed wheels**  
Includes two 20" forks and two 8" leg extensions. Reduces capacity of column to 14,500 lbs. For 18K MCHW and 19K FlexMAX Models

**M120304BK / Large wheel adapter** (per column)  
Adapter allows lifting of vehicles with extremely large diameter wheels.

**M140157 / Analog Weight Gauge Kit**  
For MCHW / MCH Series Lifts

**M140014 / Service Chip**  
For standard wired and wireless MCHW lifts

**M140024 / Wireless Upgrade Kit**   
Add wireless communication to wired column.

## Portable Maintenance Jack Stands

**RS205YL / Screw-Type Adjustable**  
56.1"-82.3" / 20,000 lbs. Capacity

**RS2052SYL / Screw-Type Adjustable**  
34.3 "-55.5" / 20,000 lbs. Capacity

**RS20-VAYL / V-Shaped Adapter**  
For 20K Jack Stands - 1 per stand



All jack stands meet the required ASME PASE-2014 safety requirements for portable service equipment.

Always use safety stands when installing or removing heavy components.

## Air Operated Tire and Wheel Lifts

- Adjustable lifting and lowering speeds
- Responsive positioning of the tire and wheel
- Easy alignment of wheel and hub
- Quick transfer to the wheel balancer
- Includes air hose and auxiliary air tool connection

**MW-200 / 200 lbs. capacity**  
**MW-500 / 500 lbs. capacity**



M140112



M140171BK



M140001RD



M120304BK



M140157



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Rotary is the world leader in service bay solutions offering a broad range of equipment and accessories to make any service bay safer and more productive.

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## ROTARY

2700 Lanier Drive  
Madison, IN 47250, U.S.A.

Lit# Rotary Mobile Column Series Brochure.2023.04

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**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XI-3

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Approval of van with a wheelchair lift

**Background Information:**

We currently have a student that will attend CTC in the afternoon that needs a wheelchair lift and we do not have a way to get the student from the CTC to the High School. This is due to our 6 special education buses (only buses with a lift) being on the routes at the time in which we would need to pick up the CTC students. The district is recommending to purchase this van using Building and Site Funds.

**Financial Impact:**

\$39,900 coming out of the Building and Site Fund.

**Recommended Action:**

To approve the recommendation to purchase one van that has a wheelchair lift, as discussed.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin

\_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg



# 2018 Ford Transit SE

# \$39,900

[Home](#) [Wheelchair Van Dealers](#) [New Mobility Solutions](#)

## Seller Information

### New Mobility Solutions

About 116 miles from you.

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 Share 20 Pictures Available



## Email Seller

Get in touch with the seller of this vehicle.

Name

Phone

Email

49445

Ask your question and get a FAST response.

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Personnel Committee  
Monday, August 12, 2024  
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 5:00 p.m. Dave Hazekamp, Steve Kelly, JB Meeuwenberg, Mark Mesbergen, and Jason Kennedy were present.

- 1. August 2024 Personnel Report** - The Committee reviewed the Personnel Report for August 2024. 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. Tentative Agreements** - The Committee discussed the tentative agreements with the Fruitport Clerical Association, the Fruitport Instructional Assistants Association, the Fruitport Maintenance Association, and the Fruitport Transportation-Food Service Association. The Committee also discussed an update on the Fruitport Administrators Association contract. Mark discussed the financial impact of each tentative agreement, as well as the language changes to each contract.
- 3. Other:** None
- 4. Public Comment:** None
- 5. Adjournment:** The meeting was adjourned at 5:33 p.m.

Respectfully submitted by Jason Kennedy, Superintendent

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XII-2

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Clerical Association Tentative Agreement for two years (through 6/30/2026)

**Background Information:**

The attached agreement has some language changes and financial changes. Some language changes are an additional snow day, some language referencing transfers, and other items. The financial details are an additional step within the salary scale and an increase to each step. In year two of the agreement, the salary schedule remains the same number of steps but there are increases to each step. Each year, the employees will receive one step unless the employee is on the top step.

**Financial Impact:**

\$63,683.81 increase in year one and a \$48,281.36 increase in year two.

**Recommended Action:**

To approve the tentative agreement for the Clerical Association per the attachment.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin  
         \_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg

# Proposal – August 2, 2024

## District's Language Proposal

### Article 5(F) – Inclement Weather

Increase given day from one to two.

### Article 6(C) – Vacancies and Transfers

Amend the following language:

Any member of the bargaining unit may apply for any posted vacancy. Employees who are on layoff or notified that their position is being eliminated or reduced in scheduled hours/days/weeks shall be given priority in the order of most seniority over applications from non-bargaining unit members provided they are qualified. In the event a vacancy occurs as a result of the Board reinstating a position that was previously eliminated, the employee that held the position at the time of the elimination shall have the right to return to the position. Unless provided otherwise in this Agreement (such as immediately above) the Board shall grant first consideration to the most senior applicant within the bargaining unit. *For transfers only, the district will first look within the position category of the vacant position (media clerks or secretaries) to determine the most senior applicant.*

### Article 5(I) – Medication to Students

Amend current language from Board Policy 5330 to 5703.

### Article 8(H) – Sick Payout

Change sick payout percentage from 33% to 50%.

### Article 10(A) – Holidays

Add Dr. Martin Luther King Jr Day (if a non-student day)



# Financials:

All increases will go into effect on July 1, 2024.

## 2024-2025

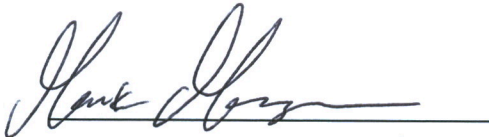
Employees receive one step  
Adjustment to the salary schedule (below)  
Roughly a 6.00% increase per step

## 2025-2026

Employees receive one step  
Adjustment to the salary schedule (below)  
Roughly a 3.50% increase per step

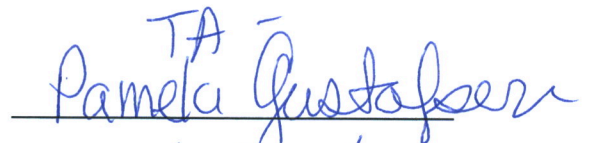
Step	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
1	\$ 18.09	\$ 18.95	\$ 19.32	\$ 20.50	\$ 21.25
2	\$ 18.70	\$ 19.57	\$ 19.96	\$ 21.15	\$ 21.90
3	\$ 19.44	\$ 20.33	\$ 20.73	\$ 22.00	\$ 22.80
4	\$ 20.22	\$ 21.12	\$ 21.54	\$ 22.85	\$ 23.65
5	\$ 21.10	\$ 22.02	\$ 22.45	\$ 23.80	\$ 24.65
6				\$ 24.50	\$ 25.35

DISTRICT



8/2/24

ASSOCIATION



8/2/24

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XII-3

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Instructional Assistants Association Tentative Agreement for two years (through 6/30/2026)

**Background Information:**

The attached agreement has some language changes and financial changes. Most of the language changes are “clean-up” language to ensure both parties are on the same page. The financial details are an additional step within the salary scale and an increase to each step. In year two of the agreement, the salary schedule remains the same number of steps but there are increases to each step. Each year, the employees will receive one step unless the employee is on the top step. Additionally, the agreement will increase the monthly payments for employees not taking the insurance and an increase to the retiree payment for sick payout.

**Financial Impact:**

\$127,905.19 increase in year one and a \$83,860.15 increase in year two.

**Recommended Action:**

To approve the tentative agreement for the Instructional Assistants Association per the attachment.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin  
         \_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg

# Proposal – July 25, 2024

## Language Changes

### Article 3(A) – Evaluations

Add the following language "If an employee's evaluation is not completed by May 30, the employee will be deemed to be evaluated as satisfactory."

### Article 5(K) – Administration of Medication to Students

Change the Board Policy from 5330 to 5703.

Also add the following language "Instructional assistants who are responsible for administering medications shall complete the yearly training and shall be compensated at their regular pay of such training."

### Article 5(L) – Planning (ADD)

Add the following section: "Instructional assistants shall not be responsible for lesson planning, including stations, and small group instruction time. Teachers shall provide all plans and materials."

### Article 8(B) – Paid Leave Accumulation

Change the language to:

Each September 1st (or as soon thereafter as the employee's work schedule for the following school year is settled), each employee shall be credited 10 days based on the regular day's hours. ~~with the number of sick leave hours equal to one (1) hour for every eighteen (18) hours the employee is scheduled to work during the following school year.~~ Upon employment or transfer into the bargaining unit, an employee, until his/her first September 1st in the bargaining unit, the district shall pro-rate their paid leave hours based on the days remaining within the school year. ~~shall accrue one (1) hour of paid leave for every eighteen (18) hours worked or paid for.~~

### Article 8(H) – Unused Accrued Leave

Change all reference to \$5.50 per hour to 75% of their regular rate.

### Article 9(A) – Holidays

Add Dr. Martin Luther King Jr Day (if a non-student day)

### Article 10(A) – Under Plan B

Change the language to the following:

"Employees not electing health insurance coverage may receive a monthly amount of \$200 paid the first and second pay from September through June. Employees that are scheduled to work less than 30 hours per week shall receive a pro-rated amount of the \$200 based on the number of scheduled hours divided by 30."

Article 10(B) – Mileage (ADD)

Add the following language: "Employees required to travel between buildings as part of their duties shall be reimbursed mileage."

Article 10(C) – Reimbursement of Damaged Personal Property (ADD)

Add the following language: "The Board of Education will reimburse the bargaining unit member for the lesser of the cost of repair or the fair market value of clothing or other personal property, which a bargaining unit member customarily is expected to bring to the premises in the performance of teaching duties, provided such clothing or such other property is lost, damaged or destroyed by wrongful act of any person on the school premises or while the bargaining unit member stands in loco parentis to the pupil, provided that the loss, damage or destruction is not wholly or in part due to the bargaining unit member's own negligence, or violation of the Board's rules, practices or procedures, and provided, further, that no reimbursement will be made for normal wear and tear."

Article 6(G) – Notification (ADD)

The district will notify staff of a reasonable guarantee of employment by the last paycheck of the school year either via email or on their direct deposit. One week prior to the start of school, the district will notify each staff member of their tentative job placement for the upcoming school year.

Financials:

All increases will go into effect on August 19, 2024.

2024-2025

All employees advance one step.  
Adjustment to the salary schedule (below)

2025-2026

All employees advance one step.  
Adjustment to the salary schedule (below)

Step	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
1	\$ 12.08	\$ 12.20	\$ 13.11	\$ 13.84	\$ 14.34	\$ 15.05	\$ 15.65
2	\$ 12.98	\$ 13.11	\$ 14.09	\$ 14.43	\$ 14.94	\$ 15.65	\$ 16.35
3	\$ 13.95	\$ 14.09	\$ 15.27	\$ 15.61	\$ 15.61	\$ 16.35	\$ 17.10
4	\$ 15.12	\$ 15.27	\$ 15.88	\$ 16.22	\$ 16.37	\$ 17.10	\$ 17.70
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17.70	\$ 18.35

DISTRICT

ASSOCIATION

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XII-4

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Maintenance Association Tentative Agreement for two years (through 6/30/2026)

**Background Information:**

The attached agreement was mainly based on changes to the financial aspects. The financial details are each year, the employees will receive one step unless the employee is on the top step. In the second year, two employees will receive two steps due to them being here for 10 years and being caught in the years in which both parties agreed to overhaul the salary schedule and were not on the top step. There will be an increase to each step in both years. Additionally, the agreement will increase the monthly payments for employees not taking the insurance and an additional paid holiday (if that day is a non-student day).

**Financial Impact:**

\$43,375.58 increase in year one and a \$30,970.28 increase in year two.

**Recommended Action:**

To approve the tentative agreement for the Maintenance Association per the attachment.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin  
         \_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg

# Proposal – August 6, 2024

## Language Changes

Article 15(a) - Holidays

Add Dr. Martin Luther King Jr Day (if a non-student day)

Article 20(a) – Cash payment for insurance

Change from \$4,320 to \$5,400.

## Financials:

All increases will go into effect on July 1, 2024.

### 2024-2025

- One Step
- Adjustment to the salary schedule (below)
- Annual \$1,000 bonus payment (non-reportable ORS wage) in the last payroll in March for all employees.

### 2025-2026



- One Step for staff that have been employed by Fruitport less than five years.
- Two Steps for staff that have been employed by Fruitport more than five years.
- Adjustment to the salary schedule (below)
- Annual \$1,000 bonus payment (non-reportable ORS wage) in the last payroll in March for all employees.

Step	2021	2022	2023	2024	2025	2026
0	\$ 15.32					
0	\$ 16.56					
0	\$ 17.81	\$ 17.81				
1	\$ 19.06	\$ 19.06	\$ 19.06	\$ 19.56	\$ 21.00	\$ 21.50
2	\$ 20.10	\$ 20.10	\$ 20.10	\$ 20.60	\$ 22.00	\$ 22.80
3	\$ 21.72	\$ 21.72	\$ 21.72	\$ 22.22	\$ 22.90	\$ 24.10
4	\$ 23.48	\$ 23.48	\$ 23.48	\$ 23.98	\$ 24.70	\$ 25.40
5		\$ 25.25	\$ 25.25	\$ 25.75	\$ 26.52	\$ 26.70
6			\$ 26.50	\$ 27.00	\$ 27.81	\$ 28.00

DISTRICT

 8/6/24

ASSOCIATION

**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XII-5

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Transportation – Food Service Association Tentative Agreement for two years (through 6/30/2026)

**Background Information:**

The attached agreement has some language changes and financial changes. Most of the language changes are “clean-up “language to ensure both parties are on the same page. The financial details were mainly an increase to the salary as this group do not have steps. The agreement will also increase the monthly payments for employees not taking the insurance, increase the transportation meal reimbursement, decreasing the length in which the employee can get their cert reimbursed, and an increase to the retiree payment for sick payout.

**Financial Impact:**

\$124,701.32 increase in year one and a \$91,036.80 increase in year two. The food service portion of the increases will be coming out of the Food Service Fund.

**Recommended Action:**

To approve the tentative agreement for the Transportation – Food Service Association per the attachment.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin

\_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg

# Proposal – August 1, 2024

## Association's Language Proposal

Article 8(B)2 – Amend the following section of this language:

*Employees absent due to non-work related events (ie sick) will need to notify the Director of Transportation and the Union President via email prior to 8am on bid day or re-bid day. Failure to do so, the employee on selection day with no notice to the office or their steward shall be eligible for the last available route up until the first student day of school. If the employee is absent due to a work related (ie field trip) event, the employee will be considered as if they were present and the district will contact the employee to get their selection. If the employee is on a medical leave and the estimated return to work date is between the bid day and the re-bid day (around October 15), the employee will be able to bid by their seniority.*

Article 8(C) – Change “after the first Monday in October” to “after October 15”

Article 8H(3)b – Add the following language

After the trip meeting, the district will post all unfilled field trips (not taken during the trip meeting) in the break room until 3pm that Monday (aka the same day as the weekly trip meeting). The driver will sign the trip they would like to fill. If they sign multiple trips, they must rank them in their desired order. The district will continue to follow the rotation order if two drivers sign the same field trip. If no driver accepts an unfilled trip, the district will ask sub drivers.

Article 10(H) – Delete current language regarding Food Service Attendance Bonus

Article 10(H) – Add the LOA

*An employee that regularly scheduled to work for multiple departments (for example Food Service and Transportation or Transportation and Early Childhood) shall not take anytime granted in Article 10 Sections B and F and unpaid leave, from one department to work (getting paid) at the other department. This includes any field trips. The employee would need to get preapproval by BOTH department directors but the employee will not be able to get paid their sick/personal time from one department and get paid at their hourly rate from the other department (no double dipping).*

*Example: An employee is regularly scheduled to work 4.5 hours at transportation (does a morning and afternoon route only) and 3 hours at food service. The employee cannot take sick (or any time stated above) time for their morning route to cover a food service vacancy unless preapproved by both directors.*



Article 10B(1) – Amend the language

Each employee that was employed during the previous school year, shall be granted that number of paid sick leave hours each September 1 that equals ten (10) multiplied by the number of hours and one-quarter (.25) of an hour that the respective employee is regularly scheduled to be paid for on a daily basis. *If an employee starts after the start of the school year, the sick days shall be pro-rated based on the number of school days remaining.* ~~During an employee's first school year of employment, the employee shall earn sick leave at the rate of one (1) hour for every eighteen (18) hours of pay (not including hours worked by transportation employees on Field Trips).~~

Article: 12(I)11 Change - Increase Field Trip reimbursement for meals

All the clock hours spent on a Field Trip, including all those that are overnight in excess of eight (8) hours, shall be paid at the rate provided in Article 14, Section 1. Employees on Field Trips outside of the Fruitport Community Schools district border **and the scheduled trip is atleast 2 hours in length** shall be reimbursed for reasonable meal and lodging expenses with an itemized receipt. Reasonable expenses for meals shall be as follows:

Breakfast	\$9.00
Lunch	\$12.00
Dinner	\$17.00

Article 12(F) – Add the following language to 12(F)

Employees are required to complete any mandatory driver training prior to the bid day or the employee will be ineligible to bid or drive. The employee will have to wait until rebid if they complete the requirements after bid day.

Article 12(I)1 – Change from 4 years to 1 year of seniority

Article 10(B)5 and 6 – Change from 50% to 75% for sick payout

Delete Appendix A

Article 14B2 – Change payment from \$250 per month to \$300 per month.

# Financials:

All increases will go into effect on August 19, 2024.

Amend the wage tables for Article 13 A and B as follows:

<u>Classification</u>	FY 2021	FY 2022	FY 2023	FY2024	FY 2025	FY2026
Basic hourly rate (regular runs, vocational runs, merger shuttle, etc.)	\$ 16.97	\$ 19.50	\$ 20.92	\$ 22.42	\$ 24.00	\$ 25.50
Field Trips and waiting time on field trips, shuttles, trip meetings, map time, training, meetings, etc.	\$ 15.00	\$ 17.00	\$ 18.42	\$ 19.42	\$ 20.00	\$ 21.00

<u>Steps</u>	FY 2021	FY 2022*	FY 2023	FY2024	FY 2025	FY2026
1	\$ 11.69	\$ 13.46	\$ 15.18	\$ 16.88	\$ 18.00	\$ 19.00
2	\$ 12.19	\$ 14.05	\$ 16.18			
3	\$ 12.83	\$ 15.06				
4	\$ 13.79					
Head Cook or Sub Head Cook Elementary	\$ 15.15	\$ 16.61	\$ 17.73	\$ 18.88	\$ 20.25	\$ 21.50
Head Cook or Sub Head Cook Secondary	\$ 15.35					

Elimination of the transportation longevity portion of Section A.

DISTRICT

 8/1/24

ASSOCIATION



**BOARD ACTION REQUEST FORM**

**Meeting Date:** August 19, 2024

To: Board of Education

Attachment #XII-6

From: Mark Mesbergen

**Subject to be Discussed and Policy Reference:**

Affiliated Admin Association Tentative Agreement for two years (through 6/30/2026)

**Background Information:**

The attached agreement was mainly based on changes to the financial aspects. The financial details are each year, the employees will receive one step. As the administrator's salary is based on a formula with 4 factors, the district increased the percentage for years of service to put more value in the number of years worked as an administrator. The ESU Supervisors calendar has been an issue for the past couple of years as the 4 district's calendars do not align so there is some language to address this. The district is also going to contribute money into a non-elective 403b each year too. There will be an increase to each step in both years. The increase cost in year two is higher due to the year two increase being all on schedule so the payroll taxes has a larger impact compared to what was done in year one. The group received the same rough percentages as the others recommendations.

**Financial Impact:**

\$173,071.94 increase in year one and a \$180,942.08 increase in year two.

**Recommended Action:**

To approve the tentative agreement for the Affiliated Admin Association per the attachment.

**Action Taken:**

**Vote:** \_\_\_ Buckner      \_\_\_ Burgess      \_\_\_ Cole      \_\_\_ Franklin  
         \_\_\_ Hazekamp      \_\_\_ Kelly      \_\_\_ Meeuwenberg



Student Affairs Committee  
Monday, August 12, 2024  
5:30 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 5:33 p.m. with Tim Burgess, Dave Hazekamp, and Jason Kennedy present.

1. **Thrun Law Firm July 2024 Policy Updates** - The Committee discussed the July 2024 policy update recommendations from Thrun Law Firm. The Committee discussed taking additional time to review the policies in the annual update from Thrun Law Firm due to the extensive changes being recommended for consideration.
2. **Other:** None
3. **Public Comment:** None
4. **Adjournment:** The meeting was adjourned at 6:38 p.m.

Respectfully submitted by Jason Kennedy, Superintendent